
GRAMMAR FOR EVERYDAY USE

BY
HELEN FERN DARINGER

THE LINCOLN SCHOOL
OF TEACHERS COLLEGE
COLUMBIA UNIVERSITY



WORLD BOOK COMPANY
YONKERS · ON · HUDSON · NEW YORK

WORLD BOOK COMPANY
THE HOUSE OF APPLIED KNOWLEDGE

Established 1905 by Caspar W. Hodgson

YONKERS-ON-HUDSON, NEW YORK
2126 PRAIRIE AVENUE, CHICAGO

Also BOSTON : ATLANTA : DALLAS
SAN FRANCISCO : PORTLAND

D·GEU-10

Copyright 1938 by World Book Company
Copyright in Great Britain
All rights reserved

PRINTED IN U.S.A.

PREFACE

If all who are now in school had all their lives heard only correct English, there would be no reason to teach correct usage in the classroom. Until the dawn of that remote day, however, the school must assume responsibility for setting standards and building habits of good speech.

Even among those whose speech is superior, there is often real need for definite instruction. How many people who have good reason to pride themselves on the quality of their language are yet offenders! How many well-educated persons fall into such errors as "smells sweetly," "requested they and I to be on the committee," "talked about whom was fitted for the responsibility," and "invited whomever could come."

What is the remedy? An understanding of a few simple principles of sentence structure and usage, coupled with the will to apply them, can make anyone independent in his endeavor to build habits of correct speech.

Knowledge and will are equally important. Without knowledge the learner can only blunder; without the will to persevere in applying the new knowledge to his speech and writing, he can scarcely profit by what he learns.

In *Grammar for Everyday Use* the author has tried to present the minimum fundamental principles of sentence structure and usage so simply that they can be easily understood, and to show so clearly how the principles apply to everyday speech and writing that there can be no question of their usefulness. The author has tried

also to capture the student's interest and good will by lively explanations and entertaining practice exercises. There is no premium on learning acquired by stale drudgery.

The elimination of errors is not the only purpose of grammar teaching. The person who understands the principles by which words are put together to express thoughts has sufficient understanding of the techniques of language to enable him to express himself with increasing accuracy, variety, and power. One of the best ways of convincing boys and girls of the importance of language is to quicken their appreciation of their own growing skill in expression.

The following points may be noted in the organization of the book:

- 1 The amount of grammar is reduced to those items which function in ordinary speaking and writing. The elimination of abstract technicalities, subtle distinctions, and questions of debatable usage makes it possible to teach the few fundamental things thoroughly.

- 2 The explanations are simple and well illustrated. Each is accompanied by ample practice material.

- 3 The functional aspects of each new learning are emphasized in exercises providing opportunities to build habits of correct speech, to punctuate correctly, and to construct more varied and effective sentences.

- 4 A brief summary of important facts keeps the pupil aware of what he is trying to master in each chapter.

- 5 A test at the end of the chapter gives the pupil an opportunity to measure his own progress. The satisfaction that comes of successful effort is a most effective spur to progress. Testing is an essential part of teaching.

6 Following the test are additional Practice Exercises, to be used as need requires for individual pupils, groups, or the entire class. These exercises may be used either before or after the test, as occasion indicates the need.

7 The material is so organized that the learnings are cumulative, with frequent review to keep the student from forgetting and to give him opportunity to relearn what he has forgotten. Page references to earlier lessons facilitate review.

8 The book is planned to admit of flexibility in use to meet the needs of formal or informal classroom procedure and the needs and capacities of different groups and individuals.

9 The primary and continuing emphasis is upon sentence sense, which is essential to clear thinking and to effective expression.

H. F. D.

CONTENTS

PART ONE

CHAPTER	PAGE
1 THE SENTENCE	I
Sentences Compared with Incomplete Expressions — Review and Test — Practice Exercises.	
2 THE PARTS OF THE SENTENCE	II
The Predicate — The Base of the Predicate — The Subject — The Complete Subject — The Complete Predicate — Facts to Remember — Review and Test — Practice Exercises.	
3 THE PARTS OF SPEECH	24
Nouns — Proper Nouns and Common Nouns — Pronouns — Verbs — Verbs That Suggest Pictures — Adjectives — Adverbs — Prepositions — Conjunctions — Interjections — The Same Word Used as Different Parts of Speech — Facts to Remember — Review and Test — Practice Exercises.	
4 THE PARTS OF THE PREDICATE	67
Sentences with Inverted Subjects and Predicates — Subject Complement — Other Names for Subject Complement — Object Complement — Indirect Object — Linking Verbs — <i>Become</i> , <i>Get</i> , and <i>Grow</i> as Linking Verbs — Facts to Remember — Review and Test — Practice Exercises.	
5 THE KINDS OF SENTENCES	95
The Subject in Imperative Sentences — Nouns of Direct Address — Review and Test.	
6 ANALYSIS OF SENTENCES	100
Word Modifiers: Adjectives and Adverbs — Phrase Modifiers — Nouns in Apposition — Independent Elements — Nouns Used as Adverbs — Facts to Remember — Review and Test — Practice Exercises.	

CHAPTER	PAGE
7 SENTENCES WITH COMPOUND PARTS	116
Compound Subjects — Agreement of Verb with Compound Subject — The Conjunction <i>Or</i> with Compound Subjects — Mistakes in Subjects — Compound Predicate Elements — Other Compound Elements — Mistakes in Compound Elements — Review and Test.	
8 COMPOUND SENTENCES	127
Punctuation of Compound Sentences — Punctuating Compound Sentences without Conjunctions — Facts to Remember — Review and Test.	
9 COMPLEX SENTENCES	136
Dependent Clauses — The Subject and Predicate in a Dependent Clause — Expressing the Less Important Idea in a Dependent Clause — Punctuation of Introductory Clauses — Facts to Remember — Review and Test — Practice Exercises.	
10 DEPENDENT CLAUSES	152
Adjective Clauses — Relative Pronouns — Relative Adverbs — Restrictive and Non-Restrictive Clauses — Punctuation of Introductory Clauses and Non-Restrictive Clauses — Adverbial Clauses — Variety in Sentences — Subordinate Conjunctions — Dependent Clauses with <i>Than</i> and <i>As</i> — Correct Use of <i>Like</i> and <i>As</i> — Correct Use of <i>Without</i> — Noun Clauses — Facts to Remember — Review and Test — Practice Exercises.	
11 REVIEW OF SENTENCE STRUCTURE AND THE PARTS OF SPEECH	188

PART TWO

12 PRONOUNS	193
Personal Pronouns — Number — Gender — Agreement of Pronouns with Antecedents — Indefinite Pronouns: Number — Indefinite Pronouns: Person — Antecedents That Are Not Clear — Demonstrative Pronouns — Interrogative Pronouns — Case — Pronouns in Elliptical Clauses — Possessive Case — Possessive Case of Nouns — Possessive Case of Pronouns — Possessive Case with Verbal Nouns — Compound Personal Pronouns — Facts to Remember — Review and Test — Practice Exercises.	

CONTENTS

ix

CHAPTER	PAGE
13 VERBS	232
Number — Agreement with Collective Nouns — Person — Transitive Action — Intransitive Action — Transitive Verbs That Do Not Express Action — Active Voice — Passive Voice — The Change from Active to Passive Voice — Tense — Verb Forms in the Different Tenses — Correct Use of <i>Shall</i> and <i>Will</i> — Mood — Facts to Remember — Review and Test — Practice Exercises.	
14 VERBALS	275
Participles — Making Sentences Interesting with Participles — Dangling Participles — Independent Phrases — Verbal Nouns — The Principal Parts of a Verb — Infinitives — The Objective Case with Infinitives — Facts to Remember — Review and Test — Practice Exercises.	
15 MATTERS OF SPEECH THAT REQUIRE ESPECIAL CARE .	293
Double Negatives — Verbs — Comparative and Superlative Degrees of Adjectives and Adverbs — Comparison with Groups — Adjectives and Adverbs — Misplaced Modifiers — Preposi- tions — Words Requiring Certain Prepositions — Review and Test.	
PRINCIPAL PARTS OF IRREGULAR VERBS	323
CAPITALIZATION NEEDED IN EVERYDAY WRITING . . .	325
PUNCTUATION NEEDED IN EVERYDAY WRITING . . .	326
LIST OF PRACTICE EXERCISES	334
INDEX	335

GRAMMAR FOR EVERYDAY USE

One of the first things by which a person is judged is his speech. The manager of a department store does not employ clerks who cannot speak good English. Where is the lawyer, the physician, the editor, the trained nurse, the teacher, or the successful man of business whose language is not effective?

Sentences are made according to definite rules and principles. Grammar is a study of how words are put together in sentences to express thoughts and feelings.

A knowledge of grammar enables us to express our thoughts in correct form. It shows us also how to vary sentences to keep them from becoming monotonous, how to place modifiers for the greatest clearness, and how to make the important idea in a sentence stand out from the unimportant ideas.

An understanding of grammar is as useful in speaking and writing as an engineer's compass in building a bridge.

PART ONE

CHAPTER 1

THE SENTENCE

When you speak or write, you express your meaning in sentences. Some sentences that people use are interesting and effective, but others are strung together with tiresome *and's* and *so's* and *well's* and *er- er- er's*. Some sentences are so confused that they have almost no meaning.

If you understand what a sentence is, and how words are put together to make sentences, you can express yourself to better advantage.

Sentences Compared with Incomplete Expressions

A *sentence* is a group of words that expresses a complete thought.

Incomplete Thoughts

A dog barking loudly.

While he slept.

Ran down the street as fast as
he could go.

Complete Thoughts

A dog was barking loudly.

While he slept, I fished.

The boy ran down the street
as fast as he could go.

1

Tell how many sentences each of the following groups of words contains — one, two, three, or none.

- 1 You have heard of the hanging gardens of Babylon
have you ever heard of the hanging gardens which
ants make?

- 2 Frequently seen in the jungles along the Amazon River in South America.
- 3 A variety of ants known as the leaf-cutting ants.
- 4 Dense trees and vines crowd the banks of the great river.
- 5 The jungle is so thick that the sun cannot penetrate the green roof, heavy rains keep the trees and vines moist, many plants grow in the shade, never seeing the sunlight.
- 6 High among the trunks of the trees grow orchids of brilliant colors, looking like huge butterflies at rest among the shady trees.
- 7 Other strange plants grow there scientists like to study them.
- 8 Also a great variety of insects which interest scientists very much.

2

Copy these paragraphs, showing the beginning of each sentence by a capital letter, the end by a period or question mark.

Among the branches of the trees in these tropical jungles grow different sorts of blossoms they grow from peculiar round objects the peculiar ball-shaped objects seem to be plastered to the branches and trunks of the tall forest trees the objects are of different shapes and sizes but usually resemble spheres

When the spheres are in blossom they look like lanterns of different colors it is a beautiful sight to see them suspended in the green shade how do the flower lanterns come to be among the trees do they belong to the trees

The gardener ants are responsible for the flowering balls they carry earth up into the trees and plaster it

about on the trunks and branches they carry only a grain at a time but they continue their work until each ball reaches the size of a baby's fist some of the balls are as large as a child's head after the balls of earth are sufficiently large the ants carry up seeds and plant them there

The gardener ants have a good reason for planting seeds the earthen balls are their nests the heavy rains and the wind would soon destroy them if the balls were made only of earth the roots of the plants strengthen the walls of these nests and protect them from the weather

3

Read the following groups of words aloud, adding or changing words wherever necessary to make complete sentences. If a group of words is already a sentence, make no changes.

- 1 Rope bridges common in India.
- 2 Often used for crossing chasms or torrents among the mountains.
- 3 Two ropes being stretched from one side of a chasm to the other.
- 4 They are encircled by a loose hoop.
- 5 The hoop being made of rope.
- 6 The passenger places himself between the ropes.
- 7 After he has seated himself in the hoop, holding to the ropes.
- 8 Slowly and carefully slides himself over the abyss.
- 9 Sometimes thirty or forty feet above the river at the bottom of the chasm.
- 10 The bridge is sometimes ninety to a hundred yards long.
- 11 Requires a great deal of courage to venture on this strange kind of bridge.

- 12 Such bridges being frequently used in the snowy Himalayas.
- 13 While there is not much real danger.
- 14 Accidents happening only once in a long time.
- 15 Because great care is taken to make sure that the rope is strong.

REVIEW AND TEST

What is a sentence?

Copy these groups of words, punctuating them correctly to show how many sentences each contains. If any groups of words are not sentences, add or change words wherever necessary to make sentences.

- 1 the weather being very cold and stormy
- 2 we saw a ship it was the *Alceste* of Glasgow
- 3 she was a small ship the waves went over her deck every minute
- 4 while the two captains were speaking to each other through their trumpets
- 5 one of our sails was blown away
- 6 my cap was blown away it was my best cap it was quite new
- 7 John lost three caps his mother lost her hat and veil
- 8 the sea rolled in long swells as far as we could see
- 9 some of the people were frightened because the sea was so rough
- 10 the waves looking like mountains covered with snow

NOTE. If you think that more practice with sentences would help you, take some of the Practice Exercises on pages 5-10.

If you made no mistakes on the test, you probably do not need more practice. You may, however, wish to try some exercises just because you enjoy them.

PRACTICE EXERCISES

Sentences

Exercise 1

Copy these paragraphs, marking the beginning of each sentence with a capital letter, the end with a period or question mark. The story is adapted from *Anselmo* by Jean Ingelow.

Anselmo was a young Italian nobleman he had only one brother this brother was older than he and seemed almost like a father both parents were dead and the two brothers lived together the older had once saved the younger brother's life between the two there existed a deep love and trust

One day the older brother went out upon some business affair he did not return at first Anselmo was surprised then he grew alarmed he inquired among their friends but could find nobody who could give him any information about his brother Anselmo scoured the country he sought in all corners of that old Italian city not a single trace of his brother could he find

For more than six months no word was heard from the brother then a note was brought one night by a figure in disguise and given to Anselmo almost instantly the figure disappeared in the darkness

Anxiously the young man read the letter which the messenger had brought his wonder grew as he read it

"If you love me do not fail to do what I request go every night down the lane that leads along the south wall of the Palermo Palace you will find a narrow slit in the wall ten paces from the last window bring a dark lantern with you put it into the slit turning the light side inward

“Be at the place every night at twelve o'clock stay there until the clock of St Januarius strikes one I shall meet you there some night I pray you not to fail your loving brother”

Exercise 2

Tell where the sentences in this exercise begin and end.

That very night Anselmo went out in hopes of meeting his brother he carried a lantern and proceeded to the desolate lane mentioned in the letter by the faint light of the moon he counted the windows he found the slit in the wall and placed the lantern there he wondered why his brother should have chosen such a place for their meeting

Once or twice during his solitary watch Anselmo thought he heard a footstep and started eagerly to meet his brother he was mistaken his brother did not come to meet him that night nor the next night when he had awaited him every night for a fortnight he began to grow sick at heart

Yet there was nothing else to do he was to watch until his brother came it was his only chance of seeing him for eleven months and twenty days Anselmo went every night without once failing

In order that he might do this more secretly he often changed the place where he lived he had begun to fear that his brother had been involved in one of the political plots common in those days Anselmo did not want his nightly visits to lead to suspicion he continued his watch although hope began to grow faint in his strong and patient heart

One night he put his hand into the slit and took out

the lantern the light was dying in the socket the clock struck one

A heavy stone near his feet was raised from beneath from under the stone came his brother

Exercise 3

Can you tell where every sentence in this exercise begins and ends?

His brother whispered to Anselmo to give him a cloak to hide his prison garments he wrapped Anselmo's cloak about him it was not so dark but that Anselmo could see that his feet were bare and his face haggard the walls of the old Italian city echoed their whispers so softly that nobody awoke to listen the two figures glided under the deep shadows of the old houses they were never seen there again

By morning a vessel left the harbor the two brothers stood upon the deck one was young the other one had pale cheeks and hands hardened by labor both were clad in the usual costume of the noblemen of their country while the Italian shores grew faint in the sunny distance and the thoughts of the other passengers began to turn toward the new world to which the vessel was bound Anselmo's brother told him his story

His political enemies had overpowered him and thrown him into a dungeon in the Palermo Palace almost every hour in the day his enemies came to look at him through a hole in the door his food was given him through that same tiny hole the dungeon contained nothing but one large chest it was half filled with heavy stones his enemies told him that if he tried to escape they would tie one of the stones about his neck and drown him in the river which flowed by the palace

His light in daylight came through a little slit in the wall during the day he could do nothing because his enemies' eyes were upon him at night his jailers slept from twelve o'clock until three but then it was so dark that he could see nothing it was a hopeless task to think of breaking down the thick stone wall with one poor pair of hands

Exercise 4

Copy these paragraphs, beginning every sentence with a capital letter and closing it with a period or question mark.

After months of misery and despair one of the jailers took pity on him he told the jailer he would very much like to have a light in the slit so that he could see to read at night

The jailer was frightened he said it could not be managed then he looked at the great height of the slit and its extremely small size at last he said he would convey a message to Anselmo the message was not to reveal where the prisoner was

The prisoner promised that he would never attempt to speak to his brother he promised also that he would never betray the messenger whether this jailer felt certain that the nobleman could never escape or whether he pitied him and was partly willing to aid him is not known the jailer searched the dungeon carefully every night and examined the iron grating over the slit when he found it always safe he seemed satisfied the slit was far above the prisoner's head

Yet the work of breaking through the wall began the first night of the lantern it did not cease until it came to a successful conclusion

Exercise 5

Can you tell where every sentence in these paragraphs begins and ends?

The great chest was half full of stones as soon as the light from his brother's lantern made it possible for the prisoner to act he laid his mattress and blanket beside the chest he took out every stone and placed each in turn on the blanket then he exerted all his strength and lifted the chest away

He began to undermine the stones behind the chest and under it his skill and caution were amazing it took twenty minutes to empty the chest and twenty minutes to fill it there were only twenty minutes each night in which to perform the rest of his great labor if it had not been for the light he would have handled the stones with less certainty the least noise would have caused him to be discovered he would have been cruelly punished if his captors had found out what he was trying to do

For nine months he made little progress for the next two months the difficulty of disposing of the rubbish discouraged him on the last night such a quantity of earth caved in that he resolved to make a daring effort to escape

He crept once more through the hole that he had dug at the far end of the hole he pushed upward with one arm with all his might with the other arm he shielded his head

More and more earth kept falling until he was almost suffocated with a final effort he applied all his strength to the flat stone which the fallen earth had left bare he heaved up the stone and escaped to life and freedom

Exercise 6

Copy the following groups of words, adding or changing words wherever necessary to make complete sentences. If a group of words is already a sentence, make no changes.

- 1 The Indians in the Southwest used to practice magic to try to bring rain.
- 2 Men of magic in every tribe.
- 3 Needed rain to make the corn grow.
- 4 They scattered white powder to the wind.
- 5 White powder made of the blossoms of the corn.
- 6 Murmuring magic words as they scattered the powder.
- 7 At night imitating thunder.
- 8 Whirled a flint knife which was attached to the end of a long string.
- 9 The flint knife striking against pebbles.
- 10 Made the pebbles flash like lightning.

CHAPTER 2

THE PARTS OF THE SENTENCE

Every sentence has two parts, a subject and a predicate.

The shortest sentence you can think of and the longest one you can find in an encyclopedia are alike in one respect. Each has a subject and a predicate.

The Predicate

The word "predicate" means to state or declare something. The *predicate* of a sentence is the part that shows what is stated or declared.

- 1 John *hurried*.

The word *hurried* tells what is stated or declared about John. The word *hurried* is the predicate of the sentence.

- 2 The two children *had been sleeping*.

The words *had been sleeping* tell what is stated about the children. The words *had been sleeping* are the predicate of the sentence.

Sleeping or *been sleeping* is not enough for the predicate because the words *The children sleeping* or *The children been sleeping* do not make a statement.

1

What is the predicate in each of these sentences?

- 1 The boys shouted.
- 2 The dogs were barking.
- 3 The ponies had been galloping.
- 4 A friendly Indian approached.

- 5 He was waving.
- 6 The two boys dismounted.
- 7 Several curious children were watching.
- 8 A bright campfire was blazing.
- 9 All the young men had been hunting.

The Base of the Predicate

In any sentence it is possible to select the words that show what is stated or declared. The part of the sentence that shows in the fewest possible words what is stated or declared is the *base of the predicate*.

- 1 We *carried* our lunch with us.
The words *carried lunch* are the base of the predicate.
The word *carried* is not enough, for the meaning is incomplete. Carried what? *Carried lunch*.
- 2 The night *seemed* very long.
The words *seemed long* are the base of the predicate, for they tell what is stated about the night.
- 3 You *will be* very hungry before dinnertime.
The base of the predicate is *will be hungry*. The words *will be* are not enough, for the meaning is incomplete.
- 4 The men *walked* rapidly.
The base of the predicate is *walked*, for it tells what is stated about the men. The word *rapidly* is not necessary. It tells only how they walked.

2

What is the base of the predicate in each of these sentences?

- 1 The moon shone brightly.
- 2 The moonlight wakened Christopher.
- 3 He opened the window.
- 4 His dog barked loudly.

- 5 Rover saw Christopher at the window.
- 6 An owl was whirring through the lilac bushes.
- 7 The little birds were frightened.
- 8 They chirped in fear.
- 9 Christopher whistled softly.
- 10 Rover heard the low whistle.
- 11 He wagged his tail knowingly.
- 12 His barking stopped immediately.

3

Make a list of the bases of the predicates in these sentences.

- 1 The boy dressed quickly.
- 2 He carried his shoes in his hand.
- 3 He crept quietly down the stairs.
- 4 The front door was open.
- 5 The garden was silver in the moonlight.
- 6 A breeze was sighing in the shrubbery.
- 7 The lilacs were fragrant in the night air.
- 8 Christopher smelled the violets too.
- 9 Two black cats sat on the fence.
- 10 A mouse scuttled across the path.
- 11 Christopher walked on tiptoe to the gate.
- 12 He lifted the heavy iron latch.

The Subject

Whenever a statement is made, it is made about something or somebody. The *subject* of a sentence is the part that shows about whom or what the statement is made.

The part of the sentence that shows in the fewest possible words about whom or what the statement is made is the *simple subject*.

- 1 The black *calf* was running away.
The base of the predicate is *was running*. What was running? The calf was running. The word *calf* is the simple subject.
- 2 I ran after her.
The base of the predicate is *ran*. Who ran? I ran. The simple subject is the word *I*.
- 3 The *apples* in the basket are still green.
The base of the predicate is *are green*. What are green? The apples are green. The simple subject is the word *apples*.

4

In each of the following sentences select first the base of the predicate and then the simple subject.

To find the base of the predicate, ask yourself, "What is stated or declared in this sentence?"

To find the simple subject, ask yourself, "*Who* or *what* ran?"
(Or walked or fell or ate cookies, as the case may be.)

- 1 The crowd ran down the mountainside.
- 2 The old man walked painfully behind.
- 3 The rain fell in a steady shower.
- 4 The thunder was rolling through the hills.
- 5 Now and then the lightning flashed brightly.
- 6 The boys were carrying lighted torches.
- 7 The steep path was very slippery.
- 8 One boy dropped his torch into a pool.
- 9 The water quickly extinguished the light.
- 10 The rain was dripping from everybody's clothes.
- 11 Everybody was cold.
- 12 Suddenly Tom gave a loud cry.
- 13 He had seen the lights of the village just ahead.
- 14 The whole crowd sang a greeting to the village.

5

Select the base of the predicate and the simple subject in each of these sentences.

- 1 The sun was setting over the rim of the mountains.
- 2 The western sky was bright.
- 3 Flowers of many colors were blossoming in the meadows.
- 4 In the distance the bells of the village were ringing.
- 5 The cowboy collected his herd.
- 6 He drove them ahead of him.
- 7 He saw a bright campfire in the distance.
- 8 His tired pony smelled fresh water.
- 9 The animal trotted more quickly.
- 10 The cowboy's spurs rattled merrily in his haste.
- 11 He was coiling a long rope over his head.
- 12 Suddenly he threw the lasso in front of his horse.
- 13 A baby coyote was captured in the noose.
- 14 It whimpered in fright.
- 15 The cowboy held it carefully in his arms.

6

Write on a line the simple subject and the base of the predicate of each of these sentences. Then draw a line to separate the subject from the predicate, as shown below.

Several young men stood at the door. men | stood

One was reading an old paper. One | was reading paper

- 1 The colonists made an exploration of the island.
- 2 Their mysterious neighbors had been troublesome.
- 3 Some goats in the upper pasture were missing.

- 4 The fence of logs had been broken in two places.
- 5 The older men were worried.
- 6 Danger threatened the peaceful little settlement.
- 7 The unknown neighbors might be enemies.
- 8 A sloop with a pirate flag lingered in the bay.
- 9 The sloop might be theirs.
- 10 The future of the new settlement seemed very uncertain.
- 11 The unscrupulous pirates might attack the little log houses of the settlers.
- 12 The supplies in the blockhouse in the center of the settlement were low.

7

Select the base of the predicate and the simple subject in each of these sentences.

- 1 A traveler in early times described a village of the Iroquois.
- 2 A little stream twisted along a valley.
- 3 The water was choked with logs and driftwood.
- 4 Forty houses of bark were scattered along its banks.
- 5 Tall trees almost hid the houses.
- 6 The grass about the houses was deep.
- 7 The gardens of corn and peas were mere patches.
- 8 The great house for council meetings stood among the other houses.
- 9 Its bark walls often sheltered the chiefs.
- 10 Some lean horses were grazing near the lodges.

The Complete Subject

The *complete subject* of a sentence is all the words used to show about whom or what the statement is made.

- 1 *The children in the back row* are drawing pictures.

The simple subject is *children*. The complete subject is
The children in the back row.

- 2 *One of the pictures* is excellent.

The simple subject is *One*. The complete subject is *One of the pictures*.

8

In the following sentences select the base of the predicate, the simple subject, and the complete subject.

- 1 The keel of the ship grated on the bottom.
- 2 Herbert was steering the vessel very cautiously.
- 3 The heavy iron anchor was dropped over the side.
- 4 All the sails were furled.
- 5 The crew of the little vessel landed on the island.
- 6 They moored the ship securely.
- 7 One of the boys was scanning the shore.
- 8 He had the captain's binoculars.
- 9 The other boys stood beside him.

9

Copy these sentences. Draw one straight line under the base of the predicate and two straight lines under the simple subject. Then draw a wavy line under the complete subject, like this:

One of the boys heard a drum in the distance.

- 1 The entire shore seemed deserted.
- 2 The hills of white sand were bare in the sunlight.

- 3 A forest of dark pines grew behind the beach.
- 4 Some pieces of an old boat were scattered along the shore.
- 5 The boys waded to the shore.
- 6 One of them gave a joyous cry.
- 7 He had spied a water-logged chest in the sand.
- 8 The heavy oaken timbers were bound with cables.

The Complete Predicate

The *complete predicate* of a sentence is all the words used to show what is stated or declared. Of course the complete predicate includes the base of the predicate. In fact, the complete predicate includes all the sentence except the part that is contained in the complete subject.

- 1 The dog *was chasing several old hens*.

The base of the predicate is *was chasing hens*. The complete subject is *The dog*. What is the complete predicate?

- 2 *Suddenly* he *saw a light in the barn*.

The base of the predicate is *saw light*. What is the complete subject? What, then, is the complete predicate?

- 3 *Without waiting for the signal*, the two boys *ran forward*.

What is the base of the predicate? The complete subject? The complete predicate?

10

Select the base of the predicate, the complete subject, and then the complete predicate.

- 1 Joseph's bed was quite bumpy.
- 2 The straw in the mattress scratched his bare arms.
- 3 The bright moonlight made shadows on the walls.
- 4 Back and forth the shadows moved with the breeze.

- 5 He was somewhat afraid.
- 6 The attic was distant from the rest of the house.
- 7 Soon the tired lad was asleep in spite of the straw mattress.
- 8 Suddenly something awakened him from his sleep.
- 9 Breathlessly he listened.
- 10 At the far end of the attic a shape was moving.
- 11 Along the wall a great dark shadow danced.
- 12 Through the window flew a great owl.

11

Copy these sentences. Draw a wavy line under the complete subject and a straight line under the complete predicate.

- 1 On the edge of the ravine the Indian paused.
- 2 Far above in the dark sky the bright stars were shining.
- 3 Everything on the mesa was quiet.
- 4 Now a bear snarled far away in the distance.
- 5 The listening Indian was not concerned about the bear.
- 6 Through the scrubby timber of the mesa came another sound.
- 7 A hoarse dismal yelping struck the ear of the scout.
- 8 It was a coyote.
- 9 Three times the howl was repeated in the distance.
- 10 Then the Indian replied to it with a hoarse yelping.

FACTS TO REMEMBER

1 A *sentence* is a group of words that expresses a complete thought.

The boys are coming with us.

Did you bring your tennis balls?

2 The *predicate* of a sentence is the part that shows what is stated or declared.

The part of the predicate that shows in the fewest possible words what is stated or declared is the *base of the predicate*.

The *complete predicate* is all the words used to show what is stated or declared.

- 1 The snow *was falling more rapidly now*.

The base of the predicate is *was falling*.

The complete predicate is *was falling more rapidly now*.

- 2 *Into the quiet village* the merry circus *made its way*.

The base of the predicate is *made way*.

The complete predicate is *made its way into the quiet village*.

- 3 I *shall be ready in a few minutes*.

The base of the predicate is *shall be ready*.

The complete predicate is *shall be ready in a few minutes*.

3 The *subject* of a sentence is the part that shows about whom or what the statement is made.

The part of the sentence that shows in the fewest possible words about whom or what the statement is made is the *simple subject*.

The *complete subject* is all the words used to show about whom or what the statement is made.

- 1 *Several little boys in red coats* sat on the floor.

The simple subject is *boys*.

The complete subject is *Several little boys in red coats*.

- 2 *One of the children* is coming to school.

The simple subject is *One*.

The complete subject is *One of the children*.

REVIEW AND TEST

Write the simple subject and the base of the predicate on a line. Draw a vertical line to separate the subject from the predicate. Write the complete subject underneath, like this:

One of the boys has cut his hand.

	One		has cut hand
One of the boys			

- 1 The first Indian emptied his quiver.
- 2 The other Indians were watching silently.
- 3 He next tied a strap around his waist.
- 4 Bright pictures were painted on the strap.
- 5 One of the Indians pointed.
- 6 Two great eagles were circling over the cliff.
- 7 The strange Indian lifted his heavy bow.
- 8 His strong hands fitted a mighty arrow to the bow.
- 9 Slowly and carefully he aimed.
- 10 The feathered arrow sped through the air.

NOTE. If you need more practice with subjects and predicates, study the Practice Exercises on pages 21-23.

PRACTICE EXERCISES

Subjects and Predicates

Exercise 1

Make complete sentences by supplying whichever is missing in these groups of words, the subject or the predicate. Write the complete sentences.

- | | |
|---------------------------------------|-------------------------------|
| 1 stood on the corner for a long time | 5 was watching us |
| 2 a big basket of fish | 6 a brown woolly bear |
| 3 Mary | 7 asked her about the message |
| 4 whistled proudly | 8 leaped over the fence |

- | | | | |
|----|----------------------|----|-----------------------|
| 9 | a loud explosion | 12 | were here yesterday |
| 10 | saw clouds of smoke | 13 | two girls on bicycles |
| 11 | a crowd of boys with | 14 | the football game |
| | fishing poles | | |

Exercise 2

Copy these sentences. Draw a straight line under the base of the predicate and two straight lines under the simple subject.

- 1 Three pigs ran into the garden.
- 2 They feasted upon the carrots.
- 3 The fresh white turnips were uprooted.
- 4 The pretty flowers in the beds were badly trampled.
- 5 Old Towzer spied the pigs in the garden.
- 6 He bit their ears with his sharp white teeth.
- 7 The three black villains squealed dismally.
- 8 Their noise wakened the sleeping baby.

Exercise 3

Write the simple subject and the base of the predicate on a line. Separate the subject from the predicate by a vertical line, like this:

Several pieces of rope lay on the floor. pieces | lay

- 1 The bees alighted on a tall pear tree.
- 2 The swarm of bees was shaped like a cone.
- 3 A long ladder was brought from the barn.
- 4 One of the men climbed up to the swarm.
- 5 He wore very thick canvas gloves.
- 6 A heavy apron belonging to the farmer's wife was tied over his head.
- 7 He carried a stout broom in one hand.
- 8 The swarm of bees was swept into a hive.

Exercise 4

Select the base of the predicate and the simple subject.

- 1 The man slowly descended the ladder.
- 2 The heavy hive dropped from his hands.
- 3 Many surprised bees were shaken from the hive.
- 4 They buzzed angrily.
- 5 Some boys near the hive were stung by the bees.
- 6 The queen of the bees remained in the hive.
- 7 The bees returned slowly to their queen.
- 8 A heavy cloth was thrown over the hive.

Exercise 5

Tell what the complete subject and the complete predicate are in each sentence in the preceding exercise.

Exercise 6

In one column write the bases of the predicates, and in another column the complete subjects.

- 1 In a cave in the woods the wolf had made a comfortable home.
- 2 The nest among the rocks was soft.
- 3 For the lining of the nest she used dry moss.
- 4 The eight furry cubs played contentedly in the nest.
- 5 The two old wolves caught a sheep for their babies.
- 6 Sometimes they brought a deer home for supper.
- 7 The frolicsome cubs were growing rapidly.
- 8 All day they played among the rocks in the cave.
- 9 Their noisy growling delighted their parents.
- 10 One of the cubs was quite fierce.

CHAPTER 3

THE PARTS OF SPEECH

Words have different uses. Some are used to name things, some to describe, and some to express action. Others are used to show surprise, and still others are joining words.

The different kinds of words are called the *parts of speech*. The way a word is used in a sentence determines what part of speech it is. There are eight different parts of speech.

Nouns

Words that name persons, places, or things are called *nouns*. For example: boy, house, mouse, mountain, lesson.

1

In nine minutes, how many nouns can you write? Make three lists, allowing only three minutes for each. Name things:

- (1) In the schoolroom
- (2) In your living room at home
- (3) On a city street

Not only the names of persons, places, and things are nouns, but names of qualities are nouns also. Notice these names of some qualities which a person may have.

strength	weakness	bravery	accuracy
evil	truthfulness	cowardice	patience
beauty	dishonesty	goodness	tolerance

2

Name two or three different qualities that each of the following may have.

an airplane pilot

the sun

a dog

an airplane

a rainbow

a river

Some of the things represented by nouns are not actual objects, such as a star or a stone, but things that can be known or imagined or experienced, such as a quart or an hour. You may make a *change*, but a change is a different kind of thing from a chair or a chisel. You may have *fun*, but you can't put it into your pocket and take it out again.

3

Can you list the forty nouns in this exercise? Count each noun every time it occurs.

- 1 The echo of the explosion faded into the distance.
- 2 The reason for the delay was not explained.
- 3 An inch on the end of a man's nose seems longer than the same distance on the end of an elephant's tail.
- 4 The month was a time of flowers and sunshine, of idleness and dreams.
- 5 Which pound is heavier, a pound of feathers or a pound of lead?
- 6 The flight of a flock of wild geese is a beautiful sight.
- 7 The depth of the box was as great as the length.
- 8 In the darkness and silence of the night, strange thoughts came to the child.
- 9 Later she talked to the class about his great courage and kindness.
- 10 That was a good joke.

Proper Nouns and Common Nouns

Your own name is a noun, as well as the name of your school, your city and state and country, and the lake or river where you go fishing. These nouns differ from ordinary nouns because they are private property. Your name belongs to you, the name of your city to the city.

Names which belong to particular persons, places, or things are called *proper nouns*. Almost all proper nouns begin with capital letters: Tommy Feathertop, Washington School, San Antonio, Texas.

NOTE. One of the few proper nouns not begun with a capital letter is the name of the planet upon which we live. The names of the other planets — Mercury, Venus, Mars, and the rest — are begun with capital letters, but the name of our own, the earth, is seldom capitalized.

Most nouns are *common nouns*. Common nouns are not private property, but the common property of all persons, places, or things which they represent. Tommy Feathertop's name is his own; but the noun *boy* is the common property of all boys.

4

What are the common nouns and proper nouns in these sentences?

- 1 Ebenezer Smith was a boy of eight years.
- 2 He had a great curiosity to see the world, especially New York City, the Statue of Liberty, and the Hudson Tunnel.
- 3 His little brother, Josiah, wanted to see the George Washington Bridge and Coney Island.
- 4 Ebenezer's father and mother thought their sons should stay at home.

- 5 Ebenezer, however, had other plans.
- 6 He kept his plans a secret even from Josiah.
- 7 Ebenezer, who was known to his friends as Bony, built a raft.
- 8 He named his craft the *Clipper*.
- 9 It was made of old crates and boxes and had a purple petticoat for a sail.
- 10 Bony loaded provisions on the *Clipper* — a box of cookies, some jam, and an apple.
- 11 He took his mother's clothespole to push the raft when the wind failed.
- 12 He was just about to start down Tibbetts Brook when Mrs. Smith saw her petticoat flying in the breeze.
- 13 She put an end to the voyage, to Bony's disappointment.

5

Copy these sentences, supplying capital letters wherever they are needed. Be able to give a reason for each capital letter you supply.

- 1 They moved from new orleans to memphis in january.
- 2 He visited harvard university and several museums in boston.
- 3 The rocky mountains in the united states have attracted many famous artists.
- 4 The boys rebuilt the old ford and drove in it to houston, texas, where they visited captain elias smith.
- 5 They christened the car aggie, because it was as slow as their grandfather's old horse, which was named agatha.
- 6 On long trips the group took maps to show the location of lakes and rivers.

- 7 With great interest we followed the adventures of huckleberry finn on the mississippi.
- 8 An indian gave jack an arrow.
- 9 Our next vacation comes at christmas.

Pronouns

A *pronoun* is a word which represents a person, place, or thing but does not name it. A pronoun may be used instead of a noun.

The boys heard a man talking about the accident.

They heard *someone* talking about *it*.

Can you think of any pronouns to add to the following lists?

- (1) I, you, he, she, it, we
- (2) My, your, his, her, its, our, ours
- (3) Myself, yourself
- (4) Who, what
- (5) Someone, anyone, no one, none

6

Make a list of three different persons or things which each of these pronouns might represent.

him it you them who

Words That Are Sometimes Pronouns

There are certain words which are sometimes pronouns and sometimes not pronouns. It all depends upon how such a word is used. If the word represents something, it is a pronoun; but if it is used with a noun or another pronoun, it merely points out or tells how many.

Pronouns

- 1 John has *one*.
- 2 The child broke *several*.
- 3 *This* is the captain.
- 4 The *first* was sold.
- 5 *That* belongs to Tom.
- 6 *Which* is the winner?

Not Pronouns

- John has one dollar.
- The child broke several cups.
- This boy is the captain.
- The first book was sold.
- That one belongs to Tom.
- Which one is the winner?

7

Tell whether the words in italics are pronouns. Be able to give reasons for your opinions.

- 1 *These* are mine, but *those* pictures belong to Mary.
- 2 *All* were present at *all* the meetings.
- 3 *Each* boy had brought his own lunch.
- 4 *Each* of them must report to the office.
- 5 I haven't *any* now, but I can get *some*.
- 6 *Either* will do, for *both* are good.
- 7 I have *two* and Mary has *six*, but John has only *one*.
- 8 *Some* canoes belong to the boys, and *others* to the girls.

8

In each of the following sentences substitute a pronoun for at least one noun. It may be necessary to make other slight changes in the sentences.

- 1 The boy started to chase the goats.
- 2 The boy's mother called to the boy.
- 3 The mother told the boy to let the animals alone.
- 4 A hen and the hen's chickens were in the field.
- 5 The hen and chickens got in the boy's way.
- 6 The boy tripped over the hen and chickens.
- 7 When the goats saw the boy fall, the goats' leader charged.

9

These sentences contain twenty pronouns. Make a list of them. Count each pronoun every time it occurs.

- 1 Someone was knocking at our door.
- 2 We were frightened, for no one was at home except Jo and me.
- 3 Who could it be?
- 4 Jo's face was white, and mine probably was too.
- 5 Each looked at the other, hoping the other would open the door.
- 6 What could we use to protect ourselves?
- 7 I thought of this and that, but no plan seemed safe.
- 8 Suddenly I realized what the noise was.
- 9 It was only Fido's tail knocking regularly against the floor.

Verbs

One of the most important parts of speech is the verb. It is not possible to make a sentence without a verb, though it is possible to make one without a noun or pronoun. "Look there" and "Listen!" are sentences that contain no noun or pronoun. Each contains a verb — *look*, *listen* — and each expresses a complete thought.

A *verb* is a word which states or asserts.

In the sentence "The cat hissed," the word *hissed* is the verb. It asserts what the cat did.

In the sentence "They are busy," the verb is *are*. Take it away, and there is no sentence because there is no asserting word. "They busy" does not express a complete thought. In the sentence "They seem busy," what is the verb?

Because the verb is the necessary part of the predicate of a sentence, it is sometimes spoken of as the *simple predicate*.

10

How many different verbs can you suggest for each of these sentences?

- 1 Rover — on the porch in the sunshine.
- 2 He — something on the grass.
- 3 A long green snake — on the path.
- 4 Rover —.
- 5 From the house his master — him.
- 6 Rover — after the snake, and Jack — after Rover.

11

What are the verbs in the following sentences?

- 1 The children in the nursery were very still.
- 2 Everything seemed peaceful.
- 3 Nurse nodded sleepily in her chair by the fire.
- 4 A bright fire blazed on the hearth.
- 5 A lamp burned on the table, and the moonlight shone in at the windows.
- 6 The clock on the mantel struck nine times.
- 7 Nurse snored.
- 8 Two small figures crept across the room and stopped in front of her.
- 9 Something cold touched Nurse's nose.
- 10 First she shivered; then she opened her eyes.
- 11 She stared at the two white figures that stood before her.
- 12 "We are ghosts," said a childish voice.
- 13 "We haunt people who send us to bed without supper."

Verbs Expressed in Phrases

The meaning of a verb may be expressed in a single word or in a group of two, three, or even four words. Such a group of words is sometimes called a *verb phrase*.

We are going soon.

We might have gone with them.

We did go.

We should have gone.

12

What are the verbs in these sentences? Which of the verbs are expressed in phrases?

Are any groups of words not sentences? Why?

- 1 When he entered the great tent, he heard a terrific noise.
- 2 Lions roaring, donkeys braying, and elephants trumpeting.
- 3 A small fire had started in an empty cage.
- 4 The animals smelled the smoke.
- 5 Although the blaze had been extinguished, they were roaring.
- 6 The keepers were bringing food to them.
- 7 Little by little the noise quieted.
- 8 The two boys wandering aimlessly about the tent.
- 9 They were watching the men who were preparing for the evening performance.
- 10 In one corner some clowns had been painting their faces, but now they were resting on benches.
- 11 An animal trainer who had been exercising his horse now motioned to the boys.
- 12 Jack hurried toward him, but Henry walked slowly.

13

Make a list of the verbs. If a verb phrase is used, be sure to write all the words that belong to it.

- 1 He stood in the doorway and watched his friend.
- 2 Mr. Broadaxe was hurrying down the road.
- 3 His long arms were swinging and his coat was flapping in the wind.
- 4 The road wound up the hill to the village.
- 5 It had been raining, but now the sun was shining.
- 6 "He must have walked a long way," thought Sam.
- 7 It will be late when he arrives.

Verbs in Questions

A verb phrase is sometimes interrupted by a word which is not a part of the verb.

I *do* not *see* it. Are you *coming* with us? Did you *bring* it?

It is easy to find the verb in a question if the question is changed to a statement.

Does he live here? He *does live* here.

Has a trap not been moved? A trap *has not been moved*.

Did you hear the gong? You *did hear* the gong.

14

Make a list of the verbs in these sentences.

- 1 Where would he go?
- 2 Would he be sent to the country?
- 3 He did not enjoy the country.
- 4 Ever since he had been a baby, he had lived in the city.

- 5 He would certainly miss the docks where the tall ships were anchored.
- 6 He might perhaps earn a little money in the city, but how would he earn any in the country?
- 7 Should he write to the stranger?
- 8 Perhaps he would not remember the boy who had saved his life.
- 9 Tim had kept the letter which the stranger had given him.
- 10 He wondered whether the stranger was still living in the country.

15

Select the verbs in these sentences.

- 1 By this time Tim was slowly making his way to the station where the busses started.
- 2 He might find some work at the station.
- 3 He would certainly talk to the bus driver.
- 4 What would he do if the driver did not have any work for him?
- 5 He would not worry until the driver had refused him.
- 6 There were other ways by which money might be earned.
- 7 Had he not always found a way out of his difficulties?
- 8 Tim's courage had again mounted, and he was whistling as he turned the corner.

16

Each of the following sentences contains two verbs. Make a list of them. Are any groups of words not sentences? Why?

- 1 The artist sat at the window, where the light was good.

- 2 He thought about what he should do in the winter.
- 3 I am in luck, and so is Tippy.
- 4 We shall be in South America when the snow is falling here.
- 5 It being summer there during our winter.
- 6 It seems fortunate that our schooner is seaworthy.
- 7 The vessel being old but in good condition.
- 8 The other fellows seem anxious for the trip, for they will hunt Indian relics, that being their hobby.
- 9 I may explore a little with them, since not many people seem eager for my paintings.
- 10 A little adventure being good for a chap anyhow.
- 11 What has become of my red ocher that was lying on the easel?
- 12 Oh, I have put my foot in it, and is it a mess!

Verbs That Suggest Pictures

Because the verb is so important, a lively verb makes a sentence interesting. Notice what different clear pictures are suggested by the verbs in the following sentences.

The child *limped* to the door.

The child *rushed* to the door.

The child *hopped* to the door.

17

Substitute picturing verbs for the ones in italics in these sentences.

- 1 The brown calf *went* down the path.
- 2 The twins *went* after it.
- 3 Farmer Brown *went* after them.
- 4 A flock of geese *was coming* down the path.
- 5 Behind them *came* Old Pegleg, the sailor.

- 6 The calf *went* towards the geese, and the geese *went* towards Pegleg.
- 7 Pegleg *went* to one side of the path just as the twins *went* to the same side.
- 8 The twins *went* on without pausing.

Adjectives

An *adjective* is a word which modifies a noun or pronoun; that is, it changes or limits the meaning of the noun or pronoun.

Notice what a change in meaning an adjective modifier can make — all the difference, in fact, between *sweet* milk and *sour* milk, *hot* water and *cold* water, *many* apples and *no* apples.

Some adjectives describe, like *shiny new* marbles, *frozen* pond.

Other adjectives tell how many, as *several* boys, *ten* cents.

Other adjectives point out which thing is meant, as *that* book, *these* skates.

The words *the*, *a*, and *an* are adjectives: *the* rhinoceros, *a* snail, *an* apple. The word *the* shows that a particular person or thing is meant, while *a* does not point out any particular one.

What is the difference in meaning between these two sentences?

The knife is missing. A knife is missing.

The adjectives *the*, *a*, and *an* are sometimes called *articles*.

The article *an* is used before words beginning with a vowel sound. We say: an acorn, an honest man, a hard lesson.

An adjective does not always stand next to the noun or pronoun which it modifies. In the following sentences the adjectives *warm* and *sunny* modify the noun *day*, and the adjective *happy* modifies the pronoun *she*.

The day was *warm* and *sunny*. She seems *happy*.

Pronouns which show ownership or possession are not usually called adjectives, although they may modify a noun or pronoun. Pronouns that show possession are: my, mine, your, yours, his, her, hers, its, our, ours, their, theirs.

The words in italics in the sentences below are usually called pronouns. Some people call them *pronominal adjectives*. "Pronominal" means like a pronoun.

This book is *his* and *mine*.

Their cousin is a friend of *her* cousin.

18

Select the adjectives. Tell what noun or pronoun each adjective modifies.

- 1 They were hungry.
- 2 Tam gathered many little twigs and built a small fire.
- 3 Barbara turned the grassy plot into an attractive table.
- 4 She put two large slices of brown bread, two snow-white eggs, and golden butter at every place.
- 5 She placed some clean round potatoes in the glowing coals.
- 6 Several greedy squirrels crept toward the fragrant supper.
- 7 A bright bold blue jay kept his sharp eye on the two cooks.

- 8 Barbara was tired, but she was happy.
9 Their cottage was comfortable.
10 The woods were cool and green, and the lawn was warm and sunny.

19

Write two or three adjectives to describe each of the following:

a pine tree
an automobile

a campfire
the moon

a kitten
an apple

Adjectives Requiring Capital Letters

Adjectives that are derived from proper nouns are written with a capital letter.

He is taking *French* lessons and *English* history.

20

Copy these sentences, supplying the necessary capital letters. Be able to tell why you use the capital letters.

- 1 The spanish costume which his father brought from spain has blue velvet trousers.
- 2 There are several miniature indian villages on display.
- 3 They saw a german motion picture on saturday afternoon.
- 4 The class is studying english literature and european history.
- 5 The whole family speaks with a french accent.
- 6 He says that mexican cooking reminds him of spanish cooking.
- 7 His father works in a south american city.

- 8 There are several differences between english grammar and german grammar.
- 9 The italian language is quite beautiful, but it has not so large a vocabulary as the english language.
- 10 Her coat is of scotch plaid, and her scarf has roman stripes.
- 11 In their summer camp they have beautiful indian rugs hanging on the wall.
- 12 Have you studied the english lesson?
- 13 The sight of so many american flags filled Tom's heart with pride.

Adverbs

An *adverb* is a word which modifies a verb, an adjective, or another adverb. An adverb usually tells how or when or where.

An adverb may modify a verb.

- 1 He walked *slowly*.

The word *slowly* tells *how* he walked, and modifies the verb *walked*. *Slowly* is an adverb.

- 2 They came *late*.

Late tells *when* they came, and modifies the verb. *Late* is an adverb.

- 3 Stay *there*.

There tells *where* to stay, and modifies the verb. What part of speech is *there*?

An adverb may modify an adjective.

- 4 He is a *very* tall man.

Very tells how tall, and therefore modifies the adjective *tall*. *Very* is an adverb.

- 5 The box is *too* big.

Too tells how big, and modifies the adjective *big*. *Too* is an adverb.

An adverb may modify another adverb. When an adverb modifies an adjective or another adverb, it often shows to what degree; that is, how loudly or how softly, how big or how little.

- 6 Don't talk *so* loudly.

So tells how loudly, and modifies the adverb *loudly*. *So* is an adverb.

What does the adverb *loudly* modify?

- 7 He walked *rather* slowly.

Rather shows to what degree or how slowly, and modifies the adverb *slowly*. The word *rather* is an adverb.

What does *slowly* show? What word does it modify?

The word *not* is usually, but not always, an adverb. It often modifies the verb. When it modifies the verb, *not* gives a negative meaning to the assertion.

If the meaning of the verb is expressed in a phrase, *not* usually modifies the first word of the verb phrase.

(1) He did *not* come.

(2) Doesn't the doorbell ring? (Does *not* the doorbell ring?)

(3) Haven't you heard the news? (Have you *not* heard the news?)

In sentence (1) above *not* modifies the word *did* in the verb phrase *did come*. In sentence (2) *not* modifies the word *does* in the verb phrase *does ring*. In (3) what word does *not* modify?

21

Select the adverbs. Tell what each shows and what word it modifies.

- 1 The boys quickly entered the coach.
- 2 The coachman climbed heavily to his seat.
- 3 Suddenly the donkey kicked his hind legs violently.

- 4 It was very angry.
- 5 It did not want a heavy load.
- 6 The six boys were too heavy.
- 7 The donkey kicked again and brayed loudly.
- 8 Then the donkey backed suddenly.
- 9 The boys were not jolted very hard.
- 10 The coach sped away.
- 11 Soon they would reach the inn.
- 12 They would not spend the night there.

22

Can you tell what part of speech each of the following words is?

Copy the words, adding an adverb to modify each. The adverb may be added before or after the word it modifies. Underline the adverbs which you add.

ran	big	pretty	swims	easily
little	sang	came	quickly	is talking

23

Copy these sentences. Draw a line under each adverb. Show by an arrow what word each adverb modifies.

Twice he left his books here.

The hole was so narrow that he could not crawl through.

- 1 Once Indians lived there.
- 2 Now the mesa is completely uninhabited.
- 3 Sagebrush and tumbleweed grow everywhere.
- 4 The caves in the cliffs still remain, but they are not accessible.

- 5 Sometimes travelers attempt the dangerously steep ascent.
- 6 Very few traces of the Indians can be seen.
- 7 When did the Indians leave their high caves, and where did they go?
- 8 Enemies probably drove them away.
- 9 Now the eagles fly above, and wild animals creep up and down.
- 10 They do not fear the arrows now.

Prepositions

Look at these sentences.

- 1 The turtle crawled *on* the table.
- 2 The turtle crawled *under* the table.
- 3 The turtle crawled *across* the table.
- 4 The turtle crawled *to* the table.
- 5 The turtle crawled *behind* the table.

26466
In sentence 1, what does *on the table* show? What word, therefore, does *on the table* modify? What word does *under the table* modify? *across the table*? *to the table*? *behind the table*?

Each of these groups of words shows where the turtle crawled and therefore modifies the verb *crawled*. Each group contains a word which shows the relation between the table and the crawling — whether the turtle crawled on, under, across, to, or behind the table. These words, *on*, *under*, *across*, *to*, and *behind*, are *prepositions*.

A group of words which is introduced by a preposition is called a *prepositional phrase*.

In the prepositional phrase *to the table*, the noun *table* is said to be the *object* of the preposition *to*. The object completes the meaning of the preposition.

Examine the following sentence.

A box *of oranges* stood *near the little cart*.

What does the prepositional phrase *of oranges* describe? What word does it therefore modify? Which word in the phrase is the preposition? Which word is the object of the preposition?

What does the phrase *near the little cart* tell? What word, therefore, does the phrase modify? What is the preposition in the phrase? What is the object of the preposition? Notice that this phrase contains other words besides the preposition and its object. The adjectives *the* and *little* modify the noun *cart*.

Read these sentences.

- 1 Tom brought his sled *with him*.
- 2 He lent his skates *to his cousin*.

Does sentence 1 mean "sled with him" or "brought with him"?

Although the preposition does not stand next to *brought*, the sentence means "brought with him." What word, therefore, does the phrase *with him* modify?

What is the preposition in sentence 2? What is the object of the preposition? What word does the phrase *to his cousin* modify?

In the following sentences, select the prepositions and their objects. Tell what word each phrase modifies.

- 3 Tommy bought two bags *of peppermint candy*.
- 4 We drove *around two small lakes*.
- 5 A barrel *of apples* rolled *down the hill*.
- 6 I sent a dollar *to the newspaper*.
- 7 Come *with me*, Henry, *to the grocery*.
- 8 Each *of the boys* jumped *over the hurdle*.
- 9 Bring your camera *with you*.

24

Select the prepositions. Tell what the object of each preposition is. Tell what word the phrase modifies.

- 1 Ruth set the pan of potatoes on the table.
- 2 She went to the door.
- 3 A gypsy in a scarlet coat stood at the door.
- 4 Beside the gypsy stood a little boy with black eyes.
- 5 The child held a basket of ripe berries in his hands.
- 6 Ruth bowed politely to the gypsies.
- 7 A necklace of bright beads and bracelets of silver decorated the woman's dress.
- 8 Her long braids of black hair were tied with ribbons.

25

Suggest several different prepositional phrases to show:

- (a) Where the boys were hiding
- (b) Where Tony found the treasure chest

- 1 Two of the boys were hiding —
- 2 Tony found a treasure chest —

Words That Are Sometimes Prepositions

Certain words may be used either as prepositions or as adverbs. Remember that a preposition always has an object. An adverb never has an object.

Prepositions

He walked *up* the hill.
We looked *around* the building.
I put the box *near* the door.
He fell *off* the chair.

Adverbs

He walked *up*.
We looked *around*.
The box was standing *near*.
He fell *off*.

26

Tell whether the words in italics are prepositions or adverbs, and why.

- 1 The children ran *up* the street.
- 2 They jumped *up* and *down* with excitement.
- 3 Some of the boys crawled *up* the ladders and others slid *down* the stairs.
- 4 Come *in*.
- 5 She stood *in* the doorway and called *across* the room.
- 6 Tim leaped *across*, but Jack fell *in*.
- 7 He walked *around*, and then he tied a rope *around* the keg.
- 8 Look *out*, for the cat is jumping *out* the window!
- 9 Have you ever seen her *before*?
- 10 Can you finish this *before* noon?

27

Use the following words in sentences, first as prepositions, then as adverbs.

across behind over down on up

Conjunctions

A *conjunction* is a joining word.

The conjunctions *and*, *but*, and *or* are called *co-ordinate conjunctions* because they join parts of the sentence which are co-ordinate; that is, parts of the sentence which are of equal rank.

A co-ordinate conjunction may join two nouns, or two adverbs, or two prepositional phrases, or two independent statements, or any other parts of a sentence which are co-ordinate with each other.

The conjunction *nor* is the negative form of *or*. The word *either* is sometimes used with *or*, and the word *neither* with *nor*.

- 1 Topsy *or* Mopsy is the poodle's name.

The conjunction *or* joins the two nouns, *Topsy* and *Mopsy*.

- 2 He worked quickly *and* quietly.

The conjunction *and* joins the adverbs, *quickly* and *quietly*.

- 3 The cart rattled across the bridge *and* down the hill.

The conjunction *and* joins the two prepositional phrases, *across the bridge* and *down the hill*.

- 4 Mary went to the fair, *but* her brothers stayed at home.

The conjunction *but* joins the two independent statements, *Mary went to the fair* and *her brothers stayed at home*.

- 5 It was *either* you *or* he.

Either . . . *or* join the two pronouns *you* and *he*.

- 6 He *neither* swims *nor* skates.

Neither . . . *nor* join the two verbs *swims* and *skates*.

28

Select the conjunctions in the following sentences and tell what they join.

- 1 The two scouts worked hard and fast.

- 2 It was growing dark, and there was no fuel at hand with which to cook supper.

- 3 They had neither a lantern nor a flashlight.

- 4 Bob was discouraged, but Alan continued to be cheerful.

- 5 He had noticed some sticks and branches beside the brook.

- 6 Under the trees and along the brook were drifts of leaves.

- 7 They could use either leaves or branches for a bed for the night.
- 8 The wind was growing colder, but the two boys did not complain.
- 9 Above the trees the stars shone here and there, and the moon was bright and clear.
- 10 Was that a voice in the distance, or was it some animal's call?

29

- 1 Write sentences using the conjunction *and* to join:
two nouns two pronouns two adjectives
- 2 Write sentences using the conjunction *or* to join:
two verbs two independent statements or questions
- 3 Write a sentence using the conjunction *but* to join two independent statements.

Interjections

An *interjection* is an exclamatory word used to show sudden or strong feeling.

Oh, what is he doing?

Hi, who goes there?

Ah! I can solve the puzzle.

An interjection has no direct connection with the rest of the sentence. It is set off by an exclamation mark or comma. An exclamation mark gives more emphasis to the interjection than a comma does.

30

Write sentences containing these interjections.

oh

ouch

hey

alas

ah

The Same Word Used as Different Parts of Speech

31

What determines what part of speech a word is?
Tell what part of speech each of the words in *italics* is.

- 1 The *address* on the envelope was blurred.
- 2 *Address* your remarks to the audience.
- 3 *Walk* quietly, please.
- 4 He took a long *walk* this morning.
- 5 Don't you want to come *along*?
- 6 The hedge grew *along* the two paths.
- 7 He stood *outside* and waited.
- 8 I saw them *outside* the fence.
- 9 *Several* have been sold already.
- 10 He earned *several* dollars this morning.

32

Write sentences using these words as the following parts of speech.

- 1 *Climb* used as noun, verb
- 2 *Each* used as pronoun, adjective
- 3 *Thought* used as verb, noun
- 4 *Over* used as preposition, adverb
- 5 *Like* used as verb, preposition

FACTS TO REMEMBER

1 A *noun* is the name of a person, place, thing, or quality: baby, mountain, truth.

2 A *proper noun* is the name of a particular person, place, or thing. Almost all proper nouns begin with capital letters: Margaret, Arizona, Tuesday.

Nouns which are not proper nouns are *common nouns*: girl, state, day.

3 A *pronoun* represents a person, place, or thing, but does not name it: you, it, mine, hers, anyone.

4 A *verb* is a word which states or asserts. Every sentence must contain a verb. The meaning of a verb may be expressed in a single word or in a phrase: comes, am coming, will have come.

5 An *adjective* is a word which modifies a noun or pronoun: *two* boys, *the large white* house, *this* one.

6 An *adverb* is a word which modifies a verb, an adjective, or another adverb: walked *slowly*, *very* old, *too* quickly.

7 A *preposition* is a word which introduces a phrase. The word which completes the meaning of the preposition is called the *object* of the preposition.

The group of words introduced by a preposition is called a *prepositional phrase*.

A crowd of boys ran *down the dark path*.

8 A *conjunction* is a joining word. A *co-ordinate conjunction* joins parts of the sentence which are of equal rank.

He was tall *and* thin.

I waited, *but* nobody came.

You may have pie *or* cake.

9 An *interjection* is an exclamatory word used to show sudden or strong feeling.

Oh, grammar is easy when you understand it!

REVIEW AND TEST

Can you tell what part of speech every word in the following sentences is? Count a verb phrase as one word.

- 1 Have you never seen a ceremonial dance of Indians?
- 2 Oh, it is a very interesting sight!
- 3 We once saw one in Montana.
- 4 The warriors wore short skirts of deerskin which were embroidered with red threads and with quills of the porcupine.
- 5 Each carried a rattle in his left hand and a tuft of feathers in his right hand.
- 6 The warriors advanced slowly and solemnly.
- 7 Then they chanted a song or prayer.
- 8 Their faces were heavily painted with white clay.
- 9 They were not beautiful, but they seemed very proud of themselves.
- 10 The necklaces of beads around their necks rattled when they danced.

NOTE. Additional Practice Exercises for the different parts of speech are given on pages 51-66. Everybody in the class should study some of them, especially Exercises 2, 12-16, 21, 26, 30, 31, 35, 36.

PRACTICE EXERCISES

Nouns

Exercise 1

Make a list of the twenty nouns in these sentences.

- 1 The parrot's curiosity often got her into trouble.
- 2 Once she saw a box of pepper on the table.
- 3 When we were not looking, she stuck her beak into it.
- 4 She gave several loud sneezes and gasped for breath.
- 5 Then she flew to her perch in a rage.
- 6 She blinked her eyes angrily and ruffled her feathers.
- 7 She made short hops from one side of the cage to the other.
- 8 When one of the children came near her, she stuck her head through the bars and scolded him.
- 9 Her language was shocking!

Exercise 2

Copy the following sentences, supplying capital letters wherever they are needed. Be able to give a reason for each capital letter.

- 1 Jack and joe could not decide which month they liked best.
- 2 In january there were no holidays, but there was always snow for coasting on roundtop.
- 3 In december there was christmas, and in june vacation began.
- 4 The fourth of july meant a fishing trip, unless it came on sunday.
- 5 Sometimes they went in their cousins' launch, *zip*, and sometimes they drove in their own ford.

Exercise 3

See how long a list of nouns you can write, naming all the different parts of some object, such as a chair, an automobile, a radio, a shoe, or a knife.

Exercise 4

Write two proper nouns for each of the common nouns in this list.

lake	day	hero	ocean	president
river	month	boy	friend	automobile

Exercise 5

List the twenty-five nouns in these sentences. Count each noun every time it occurs.

- 1 Without a single word, she picked up one of the lighted torches and walked quickly and fearlessly into the dark cave.
- 2 The two boys waited at the door, holding their breath with excitement.
- 3 The silence was oppressive.
- 4 After a long time the child appeared again at the entrance.
- 5 She was carrying a map of the mine and two lumps of silver.
- 6 The expression on her face was proud, but she said no word.
- 7 The boys' eyes grew large, for the map showed the secrets of the mine.
- 8 They would certainly be able to bring much happiness to the whole valley.

Pronouns

Exercise 6

Make a list of the twelve pronouns in these sentences.

- 1 They must have been here, for I see their lunch basket.
- 2 Bob, you look for them while I start a fire.
- 3 We are hungry, and the dog is begging for its supper.
- 4 Someone may fetch water from the brook.
- 5 Others may gather wood.
- 6 This is too wet, but that will burn well.

Exercise 7

Substitute pronouns for the italicized nouns. It may be necessary to omit a word or two when a pronoun is used.

- 1 I saw the *children* and the *children's* father.
- 2 The *father* was a very tall fellow.
- 3 The *mother* is tall also, but not so tall as the *father* is.
- 4 Did you see the canoe which the *children* made?
- 5 The *canoe* is made of birch, and the *canoe's* seats are of woven ash.

Exercise 8

Make one list of the nouns and another list of the pronouns in the following sentences. There should be fourteen nouns and six pronouns in your lists. If the same pronoun occurs twice, count it twice. Do not forget the proper nouns.

- 1 In parts of Finland the children go to school by boat.
- 2 Everyone travels by water because there are so many lakes and rivers.
- 3 The boats are always clean, for the Finns are very tidy.

- 4 Many lakes are quite large, while others are small.
- 5 Some are in deep forests, and some are in open country.
- 6 The water in them is clear and cold.
- 7 Wouldn't you like to visit there?

Exercise 9

Write ten sentences, each containing at least one pronoun. Use many different pronouns and make interesting sentences. Underline the pronouns.

Exercise 10

List the twenty pronouns in these sentences. Count each pronoun every time it occurs.

- 1 These are mine, but those belong to Bob.
- 2 Did you bring yours, or did you leave them at home?
- 3 Each needs one.
- 4 Some will need two.
- 5 Everyone should have a blanket for himself.
- 6 Who does not have one?
- 7 Which is yours, and which is hers?
- 8 That belongs to the new boy.

Exercise 11

Each of these sentences contains two pronouns. Make a list of them.

- 1 Someone had told us about the accident.
- 2 It happened before anyone was awake.
- 3 The watchdog almost barked its head off, but no one paid any attention.
- 4 A few boys were sleeping in the tent, but several were wrapped in their blankets on the ground.
- 5 No one knew who the intruder was.

- 6 To judge from the size of his footprints, it was evidently a large man.
- 7 He had bumped against the flagpole, which toppled over.
- 8 The crash, which wakened everyone, scared the prowler away.
- 9 Some were frightened, but others were only excited.
- 10 They wished they could catch the vandal.

Verbs

Exercise 12

What are the verbs in the following sentences?

- 1 All Finland is dotted with lakes and rivers.
- 2 Little steamships ferry from one island to another.
- 3 They pass under bridges.
- 4 Some ships bustle from one port to another, and some hurry out to sea.
- 5 Trails of white smoke float above them in the clear air.
- 6 Fishing fleets rock on the tides of the sea.
- 7 Pleasure boats loiter along the rivers.
- 8 They linger beside the tiny villages.
- 9 When the waters freeze in the winter, the boats stay in harbor.
- 10 Winter comes early in Finland, for it is far north.

Exercise 13

Some of the verb phrases in the following sentences are interrupted by words which are not a part of the verb. List the verbs.

- 1 The new boy was certainly not working.
- 2 He had not raked the flower borders.

- 3 He had not weeded the vegetable bed, nor had he swept the path.
- 4 Would he be scolded when Mr. Catchitts returned?
- 5 Would he be sent to bed without his supper?
- 6 The new boy was still leaning against the fence.
- 7 He did not notice when Paul approached him.
- 8 "Did you hear the bell?" asked Paul.
- 9 "No, I did not hear it," answered the boy.
- 10 "At least I did not know what it meant."
- 11 "It means supper," said Paul kindly, for the stranger seemed sad.
- 12 "Shall I come with you?" asked the boy, as he looked into Paul's brown eyes.

Exercise 14

Copy the following sentences. Draw a line under each verb. Above each noun write the letter *n*; above each pronoun write *pro*. Every abbreviation should be followed by a period.

n. *pro.* *pro.* *n.*

The smoke which we saw yesterday was rising from the
n.
valley.

The sentences contain nine verbs, ten pronouns, and eleven nouns.

- 1 The cobbler held his right foot up.
- 2 The elf rubbed the sole of it with his coat.
- 3 Then he dusted the man's other shoe.
- 4 While he was dusting them, he had been muttering strange words.
- 5 The cobbler did not understand them.
- 6 Now the cobbler's feet were burning.
- 7 Now he was dancing, and he danced faster and faster.

Exercise 15

How many different verbs can you suggest to take the place of each of the italicized words in the sentences below?

- 1 "Come here," *said* the old sailor.
- 2 The boy *went* across the deck.
- 3 The captain *was* on the deck.

Exercise 16

Below are the beginnings of ten sentences. Make complete sentences by adding verbs and any other words you wish. Write the sentences. In each sentence underline the verb.

- 1 One morning in the spring two boys —
- 2 Their ponies —
- 3 The night before, a heavy wind —
- 4 One of the men from the ranch —
- 5 Old Watch, their faithful sheep dog, —
- 6 The boys' father —
- 7 The trail up the mountain —
- 8 The mountain brooks —
- 9 Alan's pony —
- 10 By noon the two boys —

Exercise 17

Each of these sentences contains two verbs. Make a list of them. If the meaning of a verb is expressed in a phrase, be sure to write all the words which belong to it.

- 1 Joe was not listening when his father spoke.
- 2 What had his father said about the cows which were in the north pasture?
- 3 Did he mean that he might sell them?
- 4 Joe wondered who would buy so large a herd.
- 5 They were a fine breed and had cost a great deal.

- 6 Now the times were hard, and his father needed money.
- 7 It seemed sad that his father should not keep the herd.
- 8 Joe was thinking how he might possibly earn some money.
- 9 Did his father know about the secret which Joe had discovered?

Exercise 18

Select the verbs in these sentences.

- 1 Ann is coming by train, but we shall probably come by bus.
- 2 The distance is not great, and carfare costs little.
- 3 Everyone will certainly enjoy the meeting.
- 4 Our team will give two demonstrations, but it does not hope for a prize.
- 5 Some of the contestants seem better than our team is.
- 6 Everyone believes that the Blue Mound team may win several prizes.
- 7 Our cheer leader is rehearsing some new songs.
- 8 We shall sing them, even if our team loses.

Adjectives

Exercise 19

Tell what word each adjective in the following sentences modifies. What two kinds of words may adjectives modify?

- 1 On a high wooden shelf sat a small wooden puppet.
- 2 His legs were long and thin.
- 3 He had red cheeks and black beady eyes.
- 4 He was shrewd and venturesome.

- 5 A brown woolen bear, two tiny soldiers, and a faded tiger sat beside him on the dusty shelf.
- 6 They admired him for his great wisdom and his clever tongue.
- 7 The bear was a timid fellow although he was big.
- 8 The soldiers were timid, too, and their guns were rusty.
- 9 The tiger was brave, but his legs were wobbly.
- 10 The clever puppet had planned a great surprise for his four friends.

Exercise 20

Write five sentences about the puppet and his companions in the preceding exercise, each sentence containing an adjective. You may use more than one adjective in a sentence if you wish.

Exercise 21

Copy the following sentences. Write abbreviations above the nouns, pronouns, verbs, and adjectives. Use *v.* for verb and *adj.* for adjective.

The sentences contain twenty adjectives, ten verbs, thirteen nouns, and ten pronouns. If the same word is used more than once, count it each time. Do not omit the adjectives *a* and *the*.

- 1 The powerful beast tasted no food and no water.
- 2 Her eyes were dull and she seemed ill.
- 3 Her young master watched the panther with anxious eyes.
- 4 He offered her some water, but she did not drink it.
- 5 For two days she seemed sick, but on the third day she was better.
- 6 She stood in the open door of the cave and smelled the fresh breeze.

Exercise 22

By adding one or two interesting adjectives to each of the following nouns, make them suggest clear pictures. Write the adjectives and nouns.

pond	street	hill	house	barn
factory	bridge	tunnel	policeman	pony

Adverbs**Exercise 23**

Select the adverbs in these sentences. Tell what each adverb shows and what word it modifies. What three different parts of speech do adverbs modify?

- 1 The room was very quiet.
- 2 Slowly the dark figure crept forward.
- 3 Now it reached the chair, and now it touched the table.
- 4 Very carefully it lifted the iron key.
- 5 The two boys were watching breathlessly.
- 6 The figure moved more slowly and more cautiously.
- 7 The room was too dark for the boys to see.
- 8 Somewhere a door creaked.
- 9 A noise sounded suddenly in the hall.
- 10 The figure retreated silently.
- 11 Again a door creaked loudly.

Exercise 24

Copy these verbs, adding an adverb to each verb to show how or when or where.

swam	studies	spoke
walked	kicked	sings
is coming	am going	will finish

Exercise 25

Make one list of the adjectives and another list of the adverbs in the following sentences. After each adjective and each adverb write in parenthesis the word it modifies.

- 1 He had not found any clue.
- 2 Several boys had been studying in the same room.
- 3 They retired very early.
- 4 Several papers and some books now attracted his attention.
- 5 They were scattered carelessly.
- 6 Someone had dropped them hurriedly.
- 7 Suddenly he noticed a very small box.
- 8 He picked it quickly from the dark corner.
- 9 It was too small to hold the lost maps.
- 10 A strange drawing on the box caught his eye.

Exercise 26

Copy these sentences. Underline each adverb and show by an arrow what word it modifies.

He came before, but we did not see him.

- 1 He came early and waited patiently.
- 2 The great room was almost empty.
- 3 He was rather sleepy, but he did not sleep.
- 4 Now an usher lighted the lamps.
- 5 Again the music sounded, and again the drums echoed.
- 6 The boy had never heard such music.
- 7 How beautiful it was!
- 8 There came the bandmaster!
- 9 How proudly and how lightly he waved his baton!
- 10 The boy's heart beat happily.

Exercise 27

Each of these sentences contains two adverbs. Can you tell what word each adverb modifies?

- 1 Early and late he complained.
- 2 He almost always growled about his breakfast.
- 3 He never enjoyed his lunch and he did not enjoy supper.
- 4 The other boys very soon left him to himself.
- 5 They did not like to hear so many complaints.
- 6 He was very unhappy and quite lonesome.

Prepositions**Exercise 28**

Select the prepositions and tell what word is the object of each.

- 1 The boys made plans for a grand entertainment.
- 2 They told a number of people about the joke.
- 3 The day of the entertainment finally arrived.
- 4 It was announced by a discharge of firecrackers from the tower.
- 5 A squadron of horsemen next paraded through the town.
- 6 Some were on ponies, some were on horses, and some rode on donkeys.
- 7 Mr. Flutterby heard the sounds in the street.
- 8 He arose from his bed by the window.
- 9 He called to his wife.
- 10 She stood beside him at the window and looked at the procession.
- 11 They were much excited by the parade and by the music.
- 12 Mr. Flutterby whistled with excitement.

Exercise 29

Select the prepositional phrases and tell what word each modifies.

- 1 First the excited Mr. Flutterby ate his breakfast in a hurry.
- 2 Then he carefully dressed himself in a magnificent costume.
- 3 He wore a coat of blue satin and a hat of white satin.
- 4 The hat had a long drooping plume of bright blue feathers.
- 5 He carried a bouquet with a red ribbon.
- 6 On his shoulder he pinned a large gilt medal.
- 7 Mrs. Flutterby surveyed her husband with pride.
- 8 He mounted on his old white horse.
- 9 He waved his hand at his wife and hastened after the horsemen.
- 10 Old Dobbin cantered with joy.
- 11 His master jolted uncomfortably in the saddle.
- 12 Mr. Flutterby held to the saddle with both hands.

Exercise 30

Write sentences containing the following prepositions. Remember that a preposition always has an object. Underline each prepositional phrase.

upon	to	with	up	for	in
from	of	off	by	against	into

Exercise 31

Use the following words first as prepositions, then as adverbs.

up	in	over	under	down
----	----	------	-------	------

Exercise 32

Each of the following sentences contains three prepositions. Make a list of the prepositional phrases. Underline the preposition in each phrase.

- 1 In the hill country of India lives a tribe of brown people.
- 2 In features, in size, and in some other ways they resemble Caucasians.
- 3 This tribe is known among the Indians by the name of Todas.
- 4 The Todas live on a tableland whose surface is covered with hills and with rolling prairies.
- 5 Their villages are located in the midst of pasture land, near brooks.
- 6 They have no weapons for hunting and no tools for farming or for manufacturing.
- 7 They raise buffalo, and they have good pasture for their herds among the hills and beside the brooks.
- 8 No village is occupied for a whole year, but the tribe lives first in one village and then in another.

Exercise 33

Select the prepositional phrases, and tell what the preposition is in each.

- 1 Toda villages consist of a few houses, most of which have only one room.
- 2 The roofs of these houses are thatched and project over the walls.
- 3 The people sit under the shelter of the projecting roofs.
- 4 There are no chimneys on the houses and no windows in the walls.

- 5 There is a mortar for grain, and there is a raised bank of clay for a bed for the old people.
- 6 Near the house is a pen of stones for the owner's cattle.
- 7 There is one dairy for the village, and all the cattle are milked there by special dairymen.

Conjunctions and Interjections

Exercise 34

How many interjections do the following sentences contain?

What are the conjunctions in these sentences, and what do they join?

- 1 The winter passed swiftly, and the spring came.
- 2 Oh, the flowers and grass were bright to see!
- 3 Charles worked in the fields, but Martin had to sit in a wheel chair.
- 4 Alas! the days and weeks were long.
- 5 His mother or aunt sometimes read to him.
- 6 Sometimes Charles stopped on his way home, or James brought him a book.
- 7 Ah, the time seemed long, but Martin did not complain.
- 8 He did not speak of his accident, nor did he refer to his lameness.

The Same Word Used as Different Parts of Speech

Exercise 35

Tell what part of speech each italicized word is.

- 1 It was *hard* work, but I enjoyed it.
- 2 Although he tried *hard*, he did not succeed.
- 3 The floor gave way, and he fell *through*.

- 4 He drew the silver thread *through* the eye of a needle.
- 5 His *stay* in the city was short.
- 6 *Stay* close to the wall.
- 7 We took the *fast* train.
- 8 Do you always walk so *fast*?
- 9 The *perfume* of the flowers filled the air.
- 10 In the spring, jasmine and roses *perfume* the garden.

Exercise 36

Tell what part of speech each word in *italics* is.

- 1 *Some* baskets were sold, but the *others* were given away.
- 2 She gave us *some* books, but we bought the *other* ones.
- 3 He found a *quiet* spot in the forest.
- 4 Her calm voice and pleasant manner always *quiet* the children's noise.
- 5 Nothing disturbed the restful *quiet* of the room.
- 6 It was a *very* expensive *trip*.
- 7 That is the *very* log over which the children *trip* when they play hide and seek.
- 8 *These* are hard *knots*.
- 9 The fisherman *knots* his nets around *these* poles.
- 10 Only *one* person had brought *one*.

CHAPTER 4

THE PARTS OF THE PREDICATE

Sentences with Inverted Subjects and Predicates

In most sentences the subject comes first, then the predicate. Sometimes, however, the order is inverted; that is, the subject comes after the predicate, as in the second sentence below.

The old car clattered down the street.

Down the street clattered the old car.

A sentence in inverted word order is often more emphatic than one which follows the normal order of subject and predicate. It arouses the reader's curiosity and keeps him in suspense for a moment. In each of the pairs of sentences below, notice that the one in inverted word order is a little more exciting than the other.

1 An Indian in war dress followed behind the car.

Behind the car followed an Indian in war dress.

2 A bundle of arrows was in his hand.

In his hand was a bundle of arrows.

1

Put these sentences in normal order, with the subject before the predicate.

1 Along the river ran a path.

2 Over it arched tall trees.

3 On either side grew thick blackberry bushes.

- 4 At one end of the river path was a small wooden bridge.
- 5 At the other end of the shady path was a pretty little thatched cottage.
- 6 Beyond the cottage stretched fields of red and white clover.
- 7 In the sunny fields of clover grazed a flock of black sheep.
- 8 Watching over the sheep was a small boy.
- 9 Overhead flew several bluebirds.
- 10 In a great willow tree perched an old crow.

2

Put these sentences in inverted word order, with the subject after the predicate.

- 1 An old woman* stood in front of the cottage.
- 2 A long willow cane was in one hand.
- 3 A great bag hung over one shoulder.
- 4 Pieces of bright silks and cottons stuck out of the bag.
- 5 A smile was on her kind old face.
- 6 A muffled sound came from the bag on her shoulder.
- 7 Two black paws appeared amid the scraps of silk.
- 8 A black nose and a pair of shiny black eyes appeared after the paws.
- 9 An excited puppy wriggled out of the top of the bag.
- 10 Bright pieces of colored silk dangled over his black pointed ears.

3

Write five sentences that have the subjects and predicates in inverted order. Make the sentences interesting.

4

Write the simple subject and the base of the predicate of each of these sentences, the subject first, then the predicate. Between the subject and the predicate draw a vertical line extending below the base line.

Behind him came a boy with a drum.

boy | came

He was beating the drum with a stick.

He | was beating drum

- 1 Around the room bustled Mrs. Pippins.
- 2 Behind her trailed the bashful twins.
- 3 She was collecting furniture for the new boy's room.
- 4 Joe carried a small table on his back.
- 5 Dan was bringing a small canvas cot.
- 6 The goldfinches in the cage sang happily.
- 7 The bright sunshine lighted the little room.
- 8 On the hearth burned a cheerful fire.
- 9 Over the blaze hung a copper teakettle.
- 10 The twins' cheeks were very pink.
- 11 They were quite excited at the new boy's coming.
- 12 Their blue eyes shone.

5

Select the simple subject and the base of the predicate in each of these sentences. Which sentences have the subjects and predicates in inverted order?

- 1 The children wanted a holiday from school.
- 2 The arithmetic was very difficult.
- 3 All the lessons were too long.
- 4 The recesses were much too short.
- 5 Over his desk bent Jerry.
- 6 Behind his geography book huddled Timothy.

- 7 At the front of the room stood the teacher of the second grade.
- 8 Miss Higginbotham was writing the next lesson on the board.
- 9 From Jerry's desk came a faint groan.
- 10 From behind Timothy's geography book sounded a loud moan.

6

Copy these sentences. Draw one line under the base of the predicate and two lines under the simple subject.

- 1 The teacher stared in astonishment at the two groaning boys.
- 2 Slowly from his desk rose Jerry's head.
- 3 Little red spots covered his entire face.
- 4 Above his book appeared Timothy's face.
- 5 It was covered with red dots.
- 6 Faintly spoke Jerry's voice.
- 7 We are very sick with the measles.
- 8 On the teacher's face appeared an amused smile.
- 9 The two boys had made the spots with red paint!
- 10 This incident really happened.

7

Can you tell what part of speech every word in the preceding exercise is? Write the abbreviations above the words in the sentences which you copied. What mark follows an abbreviation?

n. noun

pro. pronoun

v. verb

adj. adjective

adv. adverb

prep. preposition

conj. conjunction

interj. interjection

Subject Complement

Sometimes the base of the predicate contains only a verb.

The work *will be finished* soon.

Not one of the children *came*.

Sometimes another word besides the verb is required to complete the meaning. "John seems" or "The books are" is incomplete. Another word is required: John seems happy. The books are mine.

The other word which is needed in such sentences is called a *complement*. It is called a complement because it *completes* the meaning.

A *subject complement* tells about the subject of the sentence.

- 1 That man must be a *magician*.

The base of the predicate is *must be magician*. The word *magician* tells about the man and is therefore the subject complement.

- 2 The children seem quite *happy*.

The base of the predicate is *seem happy*. The word *happy* describes the children and is therefore the subject complement.

- 3 The books are *mine*.

What is the base of the predicate? The subject complement? What does the subject complement tell about?

8

Select the base of the predicate and the simple subject. Tell whether the predicate contains a subject complement. Tell what word each subject complement modifies.

- 1 The animal trainer must be very patient.
- 2 His voice is always quiet.

- 3 His eyes must be very steady.
- 4 His large hands are strong.
- 5 Now he seems weary.
- 6 He sleeps on a cot in the tent.
- 7 A furry kitten plays beside him.
- 8 The animal trainer's best friend is his dog.
- 9 It is a wire-haired terrier.
- 10 The terrier's face is merry.
- 11 His eyes seem kind.
- 12 He is always loyal to his master.

9

Write the simple subject and the base of the predicate on a line, separating the subject from the predicate by a vertical line. If the predicate contains a subject complement, show by an arrow what word it modifies.

The two boys in brown are very good swimmers.

boys | are swimmers

Diagram illustrating the simple subject and base of the predicate for the sentence "The two boys in brown are very good swimmers." The subject "boys" is separated from the predicate "are swimmers" by a vertical line. An arrow points from "are" to "swimmers", indicating that "are" is the base of the predicate and "swimmers" is the subject complement.

- 1 Andrew's father was a doctor.
- 2 His uncle was the captain of a ship.
- 3 Andrew's ambitions were many.
- 4 He was still very small.
- 5 His blond hair was curly.
- 6 His round cheeks were faintly pink.
- 7 He seemed angelic.
- 8 His greatest heroes were storybook pirates.
- 9 Andrew was a wicked pirate with his sister's dolls.
- 10 Pirates are always merciless.
- 11 Andrew was merciless too.
- 12 His sister cried loudly.

Other Names for Subject Complement

A subject complement may be a noun, a pronoun, or an adjective. A subject complement is sometimes called a *predicate noun*, *predicate pronoun*, or *predicate adjective*, because it is a noun, pronoun, or adjective which shows what is predicated, or stated, about the subject.

Predicate noun: The winner of the race was the new *boy*.

Predicate pronoun: The marbles seem to be *his*.

Predicate adjective: The box of magazines is quite *heavy*.

10

Select the base of the predicate in each of the following sentences, and tell whether it contains a subject complement. State whether the subject complement is a predicate noun, predicate pronoun, or predicate adjective.

Change the questions to statements before selecting the predicates.

- 1 Sherlock Holmes was indeed a famous detective.
- 2 His adventures were many.
- 3 Is that book yours?
- 4 The postman must be late today.
- 5 The light seems to be dim.
- 6 Mt. Etna is a large volcano.
- 7 Did the test seem hard?
- 8 The seats in the first row are ours.
- 9 Is that tree a maple?
- 10 Do the children seem frightened?
- 11 Some of the apples seem to be ripe now.
- 12 The water in the lake will be cold.
- 13 John has been the captain of the team.
- 14 Are these things yours?

11

Supply subject complements to complete these sentences. Tell whether the subject complements which you add are predicate nouns, predicate pronouns, or predicate adjectives.

- 1 Mr. Smith used to be a —
- 2 The pond in the park is —
- 3 The red pencil is —
- 4 Is this knife —
- 5 The potatoes seem to be —
- 6 His uncle is a —
- 7 The children will be —
- 8 Our playground used to be a —
- 9 The grammar lessons are —
- 10 A football player must be —
- 11 Is the lesson —
- 12 This flower is a —

12

Select the simple subject and the base of the predicate. If the predicate contains a subject complement, tell what word the complement modifies and what part of speech the complement is.

- 1 Pat's father was a famous photographer.
- 2 He traveled in many countries.
- 3 His adventures were exciting.
- 4 He was a friend of many different kinds of people.
- 5 He talked about his adventures.
- 6 He had been a prisoner of the pygmies in Africa.
- 7 The pygmies had been very curious about his camera.
- 8 The photographs seemed magic to them.
- 9 A camera was unknown in that part of Africa.
- 10 White travelers were rare there also.

Object Complement

Some complements do not tell about the subject of the sentence. The verb may require a word to complete its meaning. To say that "The boy broke" is not enough. Broke what? — broke the eggs. The word *eggs* completes the meaning of the verb by telling what was broken.

Notice that the word *eggs* does not tell anything about the boy. It tells only what was broken.

A word which completes the meaning of a verb is called an *object complement*. Another name for object complement is *object of the verb*.

An object complement answers the question *What?*

He climbed (what?) the *fence*. Object complement.

He climbed *high*.

High tells where he climbed, not what he climbed. *High* is not an object complement. What part of speech is *high*?

13

Select the base of the predicate. Tell whether it contains an object.

Do any of the sentences contain a subject complement? What part of the sentence does a subject complement always tell about?

- 1 The chief of the pygmies wanted a photograph of himself.
- 2 The pygmies had broken the camera.
- 3 Pat's father took the little black box.
- 4 He spread a large black cloth over it.
- 5 He hid his head under the cloth.
- 6 He took a pencil from his pocket.
- 7 Pat's father drew a picture of the chief.

- 8 The pencil was red.
 9 The pygmy chief was very happy with his red picture.
 10 The little chief showed his picture to everybody.

14

Use these verbs in sentences, supplying objects to complete the meaning of the verbs.

were watching	have cut	hears
will finish	painted	is bringing

15

Write the simple subject and the base of the predicate on a line, separating them by a vertical line. Write the abbreviation *obj.* above the objects and *subj. comp.* above the subject complements.

To determine whether a word is a subject complement or an object, ask yourself: (1) Does it tell something about the subject of the sentence, or (2) Does it complete the meaning of the verb?

That book seems to be popular.

	<i>subj. comp.</i>
book seems to be popular	

Several boys are reading the story.

	<i>obj.</i>
boys are reading story	

- 1 The pygmy chieftain strutted proudly about the village.
 2 He carried his picture with him everywhere.
 3 The others were jealous of him.
 4 They wanted pictures of themselves.
 5 Several pygmies brought gifts to Pat's father.
 6 The gifts were strange fruits.

- 7 The prison was a flimsy hut of grass.
- 8 Two pygmies guarded him in prison.
- 9 One night the two guards were unusually tired.
- 10 Pat's father planned a way of escape from prison.

16

Select the base of the predicate, and tell whether it contains a subject complement, an object, or neither.

What is another name for object?

- 1 Each day Pat's father had concealed a little food in his straw bed.
- 2 He always kept fresh water in his canteen.
- 3 One of the pygmies was his friend.
- 4 The friendly pygmy often slept on guard.
- 5 He sometimes brought information to the prisoner.
- 6 Pat's father waited patiently from day to day.
- 7 He learned many words of the pygmy language.
- 8 The language was rather easy.
- 9 One night the friendly pygmy was guarding him.
- 10 Soon the friendly guard seemed to be asleep.
- 11 The prisoner's hopes were high.
- 12 He was very cautious, however.
- 13 The moon shone brilliantly.

Indirect Object

James brought *us* some sandwiches.

Mother gave *Mary* a fan from Mexico.

Mr. Smith made the *boys* a sled.

What is the object in each of the sentences above? What word shows to whom the sandwiches were brought? To whom the fan was given? For whom the sled was made?

In addition to the object, some verbs may have an *indirect object*. The indirect object shows to whom or for whom the action is performed.

In the three sentences on page 77, the indirect object shows to whom or for whom something is brought or given or made. The words *us*, *Mary*, and *boys* are the indirect objects.

What are the indirect objects in these sentences?

John has taught Rover a new trick.

Mary wrote her mother a letter.

The sailor told the boys a funny story.

Instead of an indirect object, a prepositional phrase may be used to express the idea.

Indirect Object

Show *me* the puzzle.

Will you lend *Tom* the cap?

Prepositional Phrase

Show the puzzle *to me*.

Will you lend the cap *to Tom*?

The object is often called the *direct object*, to distinguish it from the indirect object.

17

What are the direct objects and the indirect objects in the following sentences? Does every sentence contain both?

- 1 Pat's father gave the other guard some fruit.
- 2 Then he showed the guard his pencil.
- 3 He promised him a fine picture.
- 4 The little pygmy guard was pleased and flattered.
- 5 His eyes shone and he nodded his head proudly.
- 6 Pat's father drew a few lines of the picture.
- 7 Then he broke the point of his pencil.
- 8 The pygmy handed him a sharp, heavy knife.

- 9 After a few minutes Pat's father gave the pygmy his knife again.
- 10 He drew the pygmy's picture very slowly.
- 11 He told the pygmy a long and tiresome story.
- 12 The little guard was almost asleep.

18

Tell what part of speech each word in the preceding exercise is.

19

Make sentences using these verbs with indirect objects.

lend will bring has given wrote is making

20

Copy these sentences. Draw two lines under the simple subject and one line under the base of the predicate. Write the abbreviation *ind. obj.* above the indirect objects. An indirect object is not a part of the base of the predicate.

- 1 After a long time Pat's father handed the fellow his picture.
- 2 Then he made himself a bed in the straw.
- 3 He offered the little chap a bed in the straw.
- 4 Soon the guard was fast asleep.
- 5 Carefully Pat's father slipped the knife from the guard's belt.
- 6 Then he cut the ropes from his ankles.
- 7 Within two days he was telling his friends the story of his escape.
- 8 Later he wrote an account of his adventure for the newspaper.

21

The following sentences contain nine subject complements, six direct objects, and four indirect objects. Can you find them all?

- 1 The brick house on the corner is somewhat old-fashioned.
- 2 Ann will bring us some costumes from her grandmother's attic.
- 3 Mary's father is now making her a new dollhouse for Christmas.
- 4 Are these books yours?
- 5 Recently we visited our cousins in Washington.
- 6 Will you lend me a pencil?
- 7 His favorite subject in school is drawing.
- 8 Did he ever tell you the story of his escape?
- 9 Our share in the party was not large.
- 10 Send this to your brother immediately.
- 11 Is the lunch basket ready?
- 12 Jack's present for his mother will be a new climbing rosebush.
- 13 All the things in that box are ours.
- 14 His brother will be the captain of the soccer team next season.
- 15 It was I.

22

Can you tell what part of speech each word is in the sentences of the preceding exercise?

In sentence 11, the noun *lunch* is used like an adjective. Count *lunch* among the nouns. What word does it modify?

Nouns are often used as adjectives. For example, *cannon ball*, *flower garden*, *dog kennel*, *burglar alarm*.

Linking Verbs

Read these sentences.

The cake appears good.	The cake tastes good.
The cake looks good.	The cake seems good.
The cake smells good.	The cake is good.

In each of the sentences, what does *good* describe?

Because it describes the cake, the word *good* is a subject complement. What part of speech is *good*?

The verbs *appears*, *looks*, *smells*, *tastes*, *feels*, and *sounds* are often followed by a predicate adjective used to describe the subject.

The verbs *is* and *seems* are almost always followed by a subject complement, either an adjective, a noun, or a pronoun.

The man was a detective. The money is his. She seems a lady.

A verb which connects the subject with a subject complement is called a *linking verb*. Another name for linking verb is *copula* or *copulative verb*.

23

Tell what the italicized words describe in the following sentences. In each sentence tell what kind of verb connects the subject with the subject complement.

If you are uncertain whether a verb is a linking verb, see if some form of the verb *is* can be substituted for it. For example,

The icing on the cake *tasted* delicious.
The icing on the cake *was* delicious.

- 1 The package felt *hard*.
- 2 The roses in the vase smell *sweet*.

- 3 The little girl in the red cap looks *sad*.
- 4 This gingerbread tastes *good*.
- 5 The river looks *black* at night.
- 6 The room appears *empty* now.
- 7 The music sounds quite *beautiful*.
- 8 The smallest pony in the stable appears very *old*.
- 9 The pudding appears *lumpy* and *coarse*.
- 10 The program at school was a great *success*.
- 11 The water in the pond looks *muddy*.
- 12 The lilies smell *sweet*.
- 13 The plum pudding *tastes* delicious.

24

Seven of the verbs in the following sentences are linking verbs, and seven are not. Find the seven linking verbs and give a reason to show why they are linking verbs. Give reasons to show that the other verbs are not linking verbs.

What is another name for linking verb?

- 1 The trumpets sounded very loud.
- 2 The trumpets sounded very suddenly.
- 3 Jane looks tall in her grandmother's dress.
- 4 Jane looked quickly at the man.
- 5 The pirate appears pleasant.
- 6 The pirate appeared suddenly.
- 7 The dog smelled the ham bone.
- 8 The ham bone smelled good.
- 9 The northern lights appear frequently in Alaska.
- 10 The water in the lake appears blue.
- 11 The water in the river looks muddy.
- 12 The guilty child looked away.
- 13 The doctor felt the broken bone very carefully.
- 14 Henry's ankle felt painful.

Good and Well after a Verb

It is sometimes puzzling to decide whether *well* or *good* is correct after a verb.

Good is an adjective.

Well is sometimes an adjective and sometimes an adverb.

When it is an adverb, *well* means in a satisfactory way, thoroughly; as He did his work well, or He sings well.

When it is an adjective, *well* means in good health, in a satisfactory state, advisable; as Are you well? or Do you feel well? or It would be well to report the matter to the police.

Sometimes the adjective *well* is almost equivalent to *pretty*; as The baby looks well in blue.

25

Read these sentences aloud, supplying the correct word, *good* or *well*. Be able to give a reason for your choice.

- 1 Although Marian was ill last week, she looks — now.
- 2 Doesn't the team play —?
- 3 The cake tastes — even though it is burned.
- 4 It would be — to finish the work before you go.
- 5 The twins have behaved — ever since Nurse spanked them.
- 6 The twins have been — ever since Nurse spanked them.
- 7 Doesn't Jane look — in that hat?
- 8 Didn't he do that —?
- 9 I don't feel —; in fact, I haven't felt — since yesterday.

- 10 He plays tennis — and swims — also.
11 That pudding certainly looks —.
12 If he doesn't feel — when he wakes in the morning,
give him this medicine, which is — for headaches.
13 Those roses look — in that green vase.

Become, Get, and Grow as Linking Verbs

In the following sentences, what is growing tall?
What is getting ripe? What is becoming cold?

The corn is growing tall.

The peaches are getting ripe.

The pudding is becoming cold.

Since *tall* describes the corn, *tall* is a predicate adjective. What does *ripe* describe? How is *ripe* used? What does *cold* describe? How is *cold* used?

The verbs *grow*, *get*, and *become* are often followed by predicate adjectives. What kind of verb is followed by a predicate adjective?

Notice that the meaning is the same, no matter which of the three verbs is used.

The storm grew worse.

The storm got worse.

The storm became worse.

26

Tell what the italicized words describe, and how they are used.

- 1 The hour was getting *late*.
2 Tom was growing *sleepy*.
3 Harriet was getting *cross* and *tired*.

- 4 Even the cat got *cross*.
- 5 The baby grew quite *fretful*.
- 6 The nurse was becoming rather *worried*.
- 7 She grew *stern*.
- 8 Soon she will become really *angry*.
- 9 Probably the children will get *angry* too.
- 10 The children may get *excited* also.
- 11 Then their voices will become *loud*.
- 12 The children's mother never grows *impatient*.
- 13 Sometimes, however, she is very *strict*.
- 14 Then her voice is *firm*.

27

The verbs *become*, *get*, and *grow* are not always used as linking verbs.

In which five of the following sentences are they not linking verbs? Give a reason to prove why they are linking verbs in the other five sentences.

- 1 Little Topsy is getting a new red dress.
- 2 Little Topsy is getting lazy.
- 3 Henry's little brother is growing troublesome.
- 4 We shall grow lettuce in our garden.
- 5 Mr. Ames is growing some lemons on his orange tree.
- 6 Did you get the money?
- 7 Did you get tired?
- 8 Get your sister the paper, Bobbie.
- 9 Don't get angry.
- 10 The days are becoming very short.

28

Use each of the following verbs in two sentences, first with a predicate adjective, second with a direct object.

are growing will get smelled tasted

29

Write the simple subject and the base of the predicate on a line, separating them by a vertical line extending below the base line.

If the predicate contains a subject complement, separate it from the verb by a line slanting toward the subject.

He seems to be very strong. He | seems to be \ strong
|

If the predicate contains an object, separate the object from the verb by a vertical line extending to the base line.

We brought our books also. We | brought | books
|

If a sentence contains an indirect object, write it under the verb.

I gave John some nails. I | gave | nails
| | John

- 1 Bob was taking lessons in the shop at school.
- 2 He made his mother a shelf for books.
- 3 The shelf looked very pretty.
- 4 The wood was a fine-grained maple.
- 5 After several days he completed the shelf.
- 6 He hid it carefully until his mother's birthday.
- 7 One day he showed his sister the present.
- 8 Her surprise at his skill was evident.

FACTS TO REMEMBER

1 Sometimes another word besides the verb is required to complete the meaning. The other word which is needed is called a *complement*.

2 A *subject complement* tells about the subject of the sentence. A subject complement may be a noun, a pronoun, or an adjective. It is sometimes called a *predicate noun*, *predicate pronoun*, or *predicate adjective*, because it is a noun, pronoun, or adjective which shows what is predicated, or stated, about the subject.

Predicate noun: The girl in red is *Martha*.

Predicate pronoun: The culprit must have been *you*.

Predicate adjective: She seems *tired*.

3 An *object complement* completes the meaning of the verb. Another name for object complement is *object of the verb* or *direct object*.

You will break *it*.

He has been making an oak *table* for his mother.

4 In addition to the object complement, some verbs may have an *indirect object*. The indirect object shows to whom or for whom the action is performed.

Margaret will lend the *stranger* a book.

Father sent *us* a box of grapefruit.

5 A verb which connects the subject with a subject complement is called a *linking verb*. The verbs *is* and *seems* are usually linking verbs.

The weather *will be* warmer before long.

The room *seems* hot.

The verbs *appears*, *looks*, *smells*, *tastes*, *feels*, *sounds*, *gets*, *becomes*, and *grows* are often used as linking verbs.

The cake *looks* fresh.

Henry *gets* angry easily.

The music *sounds* pretty.

The days *are growing* shorter.

REVIEW AND TEST

Test your understanding of sentences by this exercise.

Show the simple subject and the parts of the base of the predicate with lines, as on page 86. Write the indirect objects under the verbs.

She | looks \ pretty

She looks very pretty in blue.

I | told | story
| father

I told my father the story of David.

- 1 The farmer's eyes were very blue.
- 2 He was wearing faded blue overalls.
- 3 On the high seat of his wagon sat a shaggy dog.
- 4 The dog guarded the wagon in his master's absence.
- 5 The farmer had brought him a bone from the butcher shop.
- 6 Behind the wagon stood two white colts.
- 7 They were getting restless.
- 8 A little boy handed the colts some grass.
- 9 Then he gave them some sugar.
- 10 The little fellow seemed quite proud of his accomplishment.

NOTE. Take the Practice Exercises on pages 89-94 if you need practice with complements, objects, and linking verbs.

PRACTICE EXERCISES

Subject Complement

Exercise 1

Write the simple subject and the base of the predicate on a line, separating them by a vertical line. If the predicate contains a subject complement, show by an arrow what word it tells about. Does every sentence contain a subject complement?

The boy in the blue suit is the captain.

boy | is captain
↑

- 1 Spring came to the little valley.
- 2 The blossoms of the peach trees were pink.
- 3 The sunshine seemed golden.
- 4 The valley was a tiny paradise.
- 5 Bluebirds sang in the orchards.
- 6 The happiest boy in the entire valley was Sam.
- 7 The whole world seemed gay.
- 8 Sam would soon be the owner of a new donkey.

Exercise 2

Select the subject complements, and tell whether they are predicate nouns, predicate pronouns, or predicate adjectives.

- 1 The stranger at the meeting was a sea captain.
- 2 He seemed very friendly.
- 3 The tassels on his coat were silver.
- 4 All the boys were very curious about him.
- 5 The captain's smile was kind.
- 6 His voice seemed very loud.
- 7 The stone in the great ring on his finger was a ruby.
- 8 The fine carriage at the door was his.
- 9 He must be very rich.

Exercise 3

Complete these sentences by adding a subject complement. Tell whether you add a predicate noun, a predicate pronoun, or a predicate adjective.

- 1 Henry Jones was very —
- 2 His little brother seemed —
- 3 The tree on the hill is a —
- 4 These skates seem —
- 5 The water in the pond is —
- 6 The man on the corner is a —

Object Complement

Exercise 4

Select the base of the predicate. Tell whether it contains a subject complement, an object complement, or neither.

- 1 A naturalist was studying animals in the Rocky Mountains.
- 2 He found a bear cave.
- 3 The cave seemed quite large.
- 4 The scientist discovered an opening at the top.
- 5 Through this opening he watched the bears.
- 6 The big mother bear was always busy.
- 7 The two furry cubs played in the cave.
- 8 Their frolics were exceedingly lively.

Exercise 5

Write the simple subject and the base of the predicate, separating them by a vertical line. Write abbreviations above the words that are objects of the verbs, predicate nouns, predicate pronouns, or predicate adjectives.

Use these abbreviations: *obj.*, *pred. n.*, *pred. pro.*, and *pred. adj.*

What is another name for object of the verb? For predicate noun, predicate pronoun, or predicate adjective?

- 1 For many weeks the naturalist visited the opening above the cave.
- 2 The cubs seemed fatter each day.
- 3 The mother hunted food for them.
- 4 One day the man dropped a large stone through the opening.
- 5 It made a loud crash.
- 6 The mother bear seemed puzzled.
- 7 She lumbered quickly to the mouth of the cave.
- 8 The two brown cubs were very still.

Exercise 6

What are the subject complements and the objects in the following sentences? How many sentences contain neither?

- 1 Everything seemed safe.
- 2 The mother bear returned to the cave.
- 3 The naturalist pushed another stone into the cave.
- 4 Now the mother bear seemed angry.
- 5 She blamed the two cubs for the noise.
- 6 She gave a sound spanking to them.
- 7 They protested vigorously.
- 8 This story is true.

Exercise 7

Write four sentences containing subject complements and four sentences containing objects. Write abbreviations above the complements to show what kind they are.

Indirect Object**Exercise 8**

Copy these sentences. Draw one line under the direct objects and two lines under the indirect objects.

What is another name for direct object?

- 1 The three boys gave old Betsy a party.
- 2 Jack brought her a new stool.
- 3 The twins made her cat a catnip mouse.
- 4 Tom's uncle lent Tom a popcorn popper.
- 5 Tom brought old Betsy some popcorn.
- 6 Jack's mother sent them some fresh cider.
- 7 She made them some doughnuts.
- 8 Judge Perkins wrote Miss Betsy a long letter.
- 9 He sent her some money in the letter.
- 10 Old Betsy was delighted.

Exercise 9

Write five sentences containing indirect objects. Draw one line under the direct objects and two lines under the indirect objects.

Exercise 10

Change these sentences so that each contains an indirect object. Do any of the sentences already contain one?

- 1 The Scout Master lent his blanket.
- 2 Our cousins sent us some pictures from Brazil.
- 3 Give the book to Henry.
- 4 Did the girls show Mary the secret door?
- 5 Who will give some matches to us?
- 6 Write a letter to the boys about the game.
- 7 Please make some gingerbread for us.
- 8 The editor promised a position to Tom.
- 9 She offered the two boys some work in the garden.
- 10 I had already read the story to him.

Linking Verbs**Exercise 11**

Write the simple subject and the base of the predicate on a line, separating them by a vertical line. Separate the subject complement from the verb by a line slanting toward the subject.

What kind of verb is followed by a subject complement?
What three parts of speech may be subject complements?

The top of the cake seemed to be salty.

top | seemed to be \ salty

- 1 The girl in blue must be Mary.
- 2 The fireflies look very pretty in the dusk.

- 3 The man looked at Bob in amazement.
- 4 The contestants seem to be certain of their success.
- 5 Almost everyone appears tired.
- 6 Suddenly a tall white figure appeared at the door.
- 7 The lilacs smell fragrant after the rain.
- 8 The boys will be ready in a short time.
- 9 The bugle sounded pretty across the lake.
- 10 Does the pie taste good?

Exercise 12

Show the simple subject and the base of the predicate by a diagram, as in Exercise 11. If a sentence contains an object complement, separate it from the verb by a vertical line extending to the base line.

He painted two of the boxes. He | painted | two

- 1 The fruit feels somewhat soft.
- 2 The engineer felt the hot steel with his bare hands.
- 3 Mr. Market certainly looks angry.
- 4 The sailor looked down at the wreck.
- 5 The girls' fudge tastes delicious.
- 6 A tea taster tastes many different samples of tea.
- 7 Some tea tasters only smell the samples.
- 8 Do the ginger cookies smell good?
- 9 The first boy in the row must be he.
- 10 John seems to be mistaken about the date.

Exercise 13

Read these sentences aloud, supplying the correct word, *good* or *well*, to fill the blanks.

- 1 She acts as if she doesn't feel —.
- 2 The watermelon looked —, but it wasn't.

- 3 Doesn't he swim —?
- 4 The cake smells —, but it doesn't taste —.
- 5 Jack looks — in his uniform.
- 6 His class work is always —, but he doesn't do — on tests.
- 7 Did you feel — on your sea voyage?
- 8 Doesn't Anne look — in that color?
- 9 He swims — and he rows —, but he can't paddle a canoe.
- 10 He didn't do that —, did he?

Exercise 14

Select the linking verbs in these sentences, and tell whether the subject complements are predicate nouns, predicate pronouns, or predicate adjectives.

- 1 This plain must once have been the bed of a lake.
- 2 These low bluffs were probably the shore.
- 3 Marks of waves are still visible in the limestone.
- 4 This high place seems to be the remnant of an island.
- 5 The soil looks sandy.
- 6 Mr. Edwards is the state geologist for this region.
- 7 All those instruments are his.
- 8 That truck just off the road must be his also.
- 9 His party is very busy during the summer.
- 10 Their work seems interesting.

CHAPTER 5

THE KINDS OF SENTENCES

In talking and writing, you make use of four different kinds of sentences. Do you know the names of them?

A declarative sentence makes a statement.

An interrogative sentence asks a question.

An imperative sentence expresses a command or an entreaty.

An exclamatory sentence shows surprise or strong feeling. An exclamatory sentence is really a declarative, interrogative, or imperative sentence which shows much feeling or surprise.

Declarative: This is my pen.

Interrogative: Is this my pen?

Imperative: Give me my pen.

Exclamatory: My new pen is broken!

Why doesn't the fire department come!

Call for help!

What mark of punctuation follows a declarative sentence? An interrogative sentence? An imperative sentence? An exclamatory sentence?

1

Can you tell what kind of sentence each of these is?

Six-year-old Bobby had a loose tooth. His mother wanted to take him to the dentist. Did Bobby want to go? He did not!

What could be done to get rid of the tooth? Bobby howled when anyone talked of pulling it. Everybody

offered advice. His big brother suggested a plan. Tie a string to the tooth. Fasten the other end of the string to the doorknob. Slam the door.

How the family laughed at the idea! Was Bobby among those who laughed? He was not! Alas, he wept!

2

Write two declarative sentences, two interrogative sentences, two imperative sentences, and two exclamatory sentences.

Be sure to put an exclamation mark after each exclamatory sentence, and a question mark after each interrogative sentence. What mark will you place after the declarative and imperative sentences?

The Subject in Imperative Sentences

In imperative sentences the subject of the sentence is not expressed. The subject is the word "you," understood.

(You) Tell us about your trip.

(You) Come here, please.

3

Show the simple subject and the base of the predicate of each of these sentences by a diagram. If the subject is understood, write it in parenthesis to show that it was not in the sentence.

Show us your prize.

(You) | show | prize
 |

- 1 Finish your lessons now.
- 2 May I borrow your knife, please?
- 3 Please lend your book to Henrietta.
- 4 Are those crayons yours?

- 5 Bring your books with you.
- 6 Are you very tired?
- 7 Please be quiet.
- 8 Did you hear that strange noise?
- 9 Stop!
- 10 Look at that plane!
- 11 Were you the chairman of the committee?
- 12 Tell the children the story about the boys and the hornets' nest.

4

Can you tell what kinds of sentences are used in the preceding exercise?

Nouns of Direct Address

A noun may be used in a sentence to show to whom the sentence is spoken. Such a noun is called a *noun of direct address* because it shows to whom the sentence is addressed.

- 1 Are you coming, *David*?
- 2 Little *boy*, let that cat alone!
- 3 Be quiet, *children*, and listen to the music.

A noun of direct address is not a part of the subject or of the predicate. What is the subject in each sentence above?

Because it is not a part of the subject or predicate, a noun of direct address is set off from the rest of the sentence by a comma. If it comes in the middle of the sentence, it is set off by two commas, as in sentence 3 above.

5

Copy these sentences, adding punctuation marks. You may decide which would be spoken as exclamations. Be able to give a reason for each mark of punctuation you use.

- 1 Oh what are you doing with that box boys
- 2 Bring it here Henry and show it to me
- 3 Henry didn't you hear your father
- 4 Pick up your toys children and put them away
- 5 Ah you are slower than a snail Bobby
- 6 Hey boys wait for me

6

Write three imperative and three interrogative sentences, each containing a noun of direct address.

Write two exclamatory sentences, each containing an interjection.

7

Tell what kind of sentence each of the following is. Tell what part of speech every word is.

Don't is a combination, or contraction, of two words. What are they? Tell what part of speech each is.

- 1 The boys in the neighborhood held a dog show.
- 2 They advertised the show well.
- 3 They painted large posters for the side of the barn.
- 4 Some were pictures, and others were sentences in red paint.
- 5 Don't miss the biggest show of the year!
- 6 Have you seen Bimbo?
- 7 See the greatest show on earth.
- 8 Bring your dog!

- 9 Win the grand prize.
- 10 Was the show a success?
- 11 It was a very great success.
- 12 The dogs barked loudly and proudly.
- 13 Their masters compared the dogs carefully.
- 14 The winner of the first prize received a shiny new dime.

REVIEW AND TEST

Write the following:

- 1 An imperative sentence.
- 2 An interrogative sentence.
- 3 An exclamatory sentence.
- 4 A declarative sentence.
- 5 A sentence containing a noun of direct address.
- 6 A sentence containing an interjection.
- 7 A sentence in which the subject is the word "you" understood.

CHAPTER 6

ANALYSIS OF SENTENCES

Taking something apart to see how it is made, is known as *analysis*. The boy who takes a radio apart to see how it works is really trying to make an analysis of the radio.

To understand how sentences are put together, it is necessary to take them to pieces and see what each word does; that is, it is necessary to *analyze* the sentences. When you select subjects and predicates, subject complements, objects of verbs, and indirect objects, you are analyzing sentences.

As you have noticed, most sentences contain other words in addition to the simple subject and the base of the predicate.

Word Modifiers: Adjectives

You have seen that certain words are used to modify other words; that is, to tell something about their meaning.

A change in the modifier makes a difference in the meaning. For example, a *cherry* pie or a *pumpkin* pie; walks *slowly* or walks *quickly*.

Adjectives are often used in sentences to make clearer pictures or to tell how many. What two parts of speech do adjectives modify?

If you need review, see pages 36-39.

1

Analyze each of the following sentences by selecting the simple subject and the base of the predicate, and telling what word each adjective modifies.

- 1 The three boys were hungry.
- 2 They wanted a good supper.
- 3 They helped the slow old cook.
- 4 She gave them some large potatoes.
- 5 She gave each boy a small black knife.
- 6 Each one selected a big fat potato.
- 7 All the knives were dull.
- 8 It was hard work.
- 9 The peelings were thick.
- 10 The thick dusty peelings filled a great pan.
- 11 The boys grew hungrier.
- 12 Alas, the potatoes grew smaller!
- 13 Peter selected the largest one.
- 14 Henry took several little ones.

2

Copy these sentences, adding at least two adjectives to each sentence to give clearer pictures.

- 1 We rode on a bus down a street of a city.
- 2 They traveled on donkeys through a canyon.
- 3 He stood on a bridge and watched the water.
- 4 The men hid in the building on the corner.
- 5 Enemies surrounded the fort.
- 6 John's cousin owns a camp.
- 7 The class is making cookies for a party.
- 8 Ann spilled ink on the rug.
- 9 A gate opened into a garden.
- 10 The boys made a raft.

Word Modifiers: Adverbs

What different parts of speech may an adverb modify?
What does an adverb usually show? (See pages 39-42.)

3

Select the adverbs. Tell what word each adverb modifies and what it shows.

- 1 Arabian horses are almost invaluable to their owners.
- 2 Their owners love them dearly and treat them gently.
- 3 Nomad Arabs frequently fall upon caravans of traders to rob them.
- 4 They are always hospitable if strangers come to their tents.
- 5 They serve the guests courteously and banquet them well.
- 6 Almost every Arab makes a pilgrimage.
- 7 He goes once or oftener to Mecca.
- 8 There he sees holy relics.
- 9 Formerly the Arabs were more important.
- 10 Now their glory is much diminished.
- 11 Girls do not go to school in Arabia.
- 12 The boys usually go.
- 13 They always sit on the floor and study aloud.
- 14 Then the teacher knows that they are studying hard.

4

Add an adverb to modify each of these words. Tell what each adverb shows. Can you tell what part of speech each word is?

will go
hurried

large
is coming

soft
quickly

runs
loudly

Phrase Modifiers: Adjectives

A prepositional phrase may be used like an adjective to modify a noun or a pronoun. A prepositional phrase which is used like an adjective is called an *adjective phrase*.

If you need to review prepositional phrases, see pages 42-44

- 1 The boy *with the dog* is John.

The phrase *with the dog* tells which boy and modifies the noun *boy*.

- 2 One of *the little boys* came.

The phrase *of the little boys* makes clear the meaning of the pronoun *one*.

5

Select the prepositional phrases in the following sentences. Tell what word each phrase modifies and what kind of phrase it is.

- 1 The children found an entrance to the cave.
- 2 It was a narrow opening in the rocks.
- 3 Bushes of ripe blackberries grew there.
- 4 A great pile of fallen stones almost concealed the entrance.
- 5 One of the boys ventured inside.
- 6 Two of the girls followed him.
- 7 They found a series of little rooms of different shapes.
- 8 The boy in front discovered a room with some rude furniture.
- 9 A stool with three legs, a table of rough boards, and a bed with an old mattress furnished the room.
- 10 A stack of old newspapers filled one corner of the room.

6

Copy these sentences. Draw a line under each prepositional phrase. Draw two lines under the word that it modifies.

- 1 The light in the cave was very dim.
- 2 The air in it was warm.
- 3 A layer of dust covered everything in the room.
- 4 Dozens of spiders had spun webs.
- 5 A box with some matches and a holder with a broken candle gave the children a light.
- 6 Two of the boys and one of the girls explored another room in the cave.

Phrase Modifiers: Adverbial

A prepositional phrase may be used like an adverb. A prepositional phrase which is used like an adverb is called an *adverbial phrase*.

Bob lighted the cave *with his flashlight*.

He was afraid *of snakes*.

What does the phrase *with his flashlight* show? What part of speech is *lighted*?

What word does the phrase *of snakes* modify? What part of speech is *afraid*?

7

Tell what word each phrase modifies, and whether it is an adjective phrase or an adverbial phrase.

- 1 Margaret found an old envelope in one corner of the cave.
- 2 She carried it to the table.
- 3 She held it near the light.

- 4 A name was written on the envelope.
- 5 It was written with an indelible pencil.
- 6 With great difficulty they read the name.
- 7 The dust of years had blurred the writing.
- 8 Margaret stared at the name.
- 9 She looked at the boys with wide eyes.
- 10 They stared at her in surprise.
- 11 The name on the envelope was the name of her own father!
- 12 Her hands trembled with excitement and with wonder.

8

Select the phrases in the following sentences, and tell:

- (1) What word each phrase modifies.
 - (2) What kind of phrase it is.
 - (3) What the preposition is.
 - (4) What the object of the preposition is.
- 1 With shaking hands Margaret opened the envelope.
 - 2 She found a sheet of dingy paper.
 - 3 The words on the paper were blurred.
 - 4 Several words at the top of the page were erased.
 - 5 Margaret read with an unsteady voice.
 - 6 Tom helped her with the indistinct words.
 - 7 A map was drawn at the bottom of the sheet.
 - 8 The letter told about a buried treasure.
 - 9 The treasure belonged to an old miner.
 - 10 He had gone to a distant country.
 - 11 He left the treasure to Margaret's father.
 - 12 The old miner had concealed the treasure in the cave.

9

Use five phrases in written sentences. Draw a line under each phrase and show by an arrow what word it modifies.

Phrases with Linking Verbs

A prepositional phrase may be used after a linking verb. When it is so used, the phrase usually tells about the subject of the verb.

The ring is *of solid gold*.

The book is *about Revolutionary times*.

10

Select the prepositional phrases. What does each tell about?

- 1 Our house is of shingles.
- 2 The map was of great value.
- 3 The parrot in the zoo is of great age.
- 4 The joke was about Mary's cooking.
- 5 These two rugs are from Mexico.
- 6 The best story was about the avalanche.
- 7 The book is by Will James.
- 8 Henry will soon be of age.

Nouns in Apposition

If someone said, "Mr. Bates is coming," you might wonder who Mr. Bates is. In order to explain, the speaker may say, "Mr. Bates, the milkman, is coming."

Because it explains who Mr. Bates is, the noun *milkman* is said to be a *noun in apposition* with *Mr. Bates*. Another name for a noun in apposition is *appositive*.

The word "apposition" comes from two Latin words that mean placed by or placed next to. An appositive is a noun that is placed by another noun or pronoun to explain it. As a matter of fact, however, an appositive

does not always stand next to the noun or pronoun it explains, as in sentence 3 below.

What are the nouns in apposition in these sentences?

- 1 We talked to Mr. Martin, the famous explorer.
- 2 Delft, a town in Holland, is famous for its porcelain.
- 3 They were in trouble again, the bad boys!

Notice that appositives are set off from the rest of the sentence by commas.

Sometimes, however, an appositive is so closely connected in meaning with its noun that no commas are required. For example, His sister Mary won a prize.

11

Copy these sentences, punctuating them correctly. Be able to give a reason for every mark of punctuation you use.

- 1 Mt. Etna a volcano in Sicily slopes into the sea
- 2 Have you ever seen lava the molten rock of a volcano
- 3 They were sobbing quietly the poor children
- 4 Shall we see Mr. Brasstacks the manager of the theater about it
- 5 They had nowhere to go the forsaken orphans
- 6 He sold one to Mrs. White the butcher's wife and another to Mrs. Brown the baker's wife
- 7 Tommy Bright the little boy with the curls is no angel
- 8 He had no home the poor fellow
- 9 Mr. Jerry Suffern the famous artist held an exhibition of his paintings in the high school building
- 10 The wide-eyed twins the cause of all the trouble looked sweetly innocent

12

Write five sentences containing appositives.

Independent Elements

Parts of the sentence such as appositives, nouns of direct address, and interjections are called *independent elements* because they are so loosely connected with the rest of the sentence.

The words *yes* and *no* are independent elements also, and are set off from the rest of the sentence by commas. The words *yes* and *no* are adverbs and emphasize the assertion, although they stand alone.

Yes, the new courthouse is finished.

No, he won't do it.

A few other adverbs, such as *indeed*, *however*, *please*, *possibly*, *perhaps*, may be used as independent elements. Usually these adverbs are used to make the assertion of the verb weaker or stronger.

Indeed he will! Perhaps he will. Possibly he will.

These independent adverbs are set off by commas if their connection with the sentence is very loose, as in these sentences:

Indeed, it must be very late.

Do come to visit us, please!

He didn't succeed, however.

13

Copy these sentences, punctuating them correctly.

- 1 Lake Superior the largest of the Great Lakes is bordered by some beautiful forests
- 2 Yes the field meet was a great success Larry
- 3 Oh where did you leave my umbrella

- 4 Put down that mouse trap Jimmy before you catch your finger in it
- 5 Don't forget to bring your English notebooks to class please
- 6 Indeed the outcome of the election must have been a surprise
- 7 No Mary you must be mistaken about what the children said.
- 8 Oh there goes your brother Susan.

14

Write five sentences, each containing an independent element.

Nouns Used as Adverbs

Notice the words in *italics* in these sentences.

- 1 He will come *tomorrow*.
- 2 He will come *Sunday*.
- 3 He waited two *hours*.

What does *tomorrow* show? *Sunday*? Since they tell when he will come, they modify the verb. Yet both words are nouns. They are nouns used as adverbs.

In sentence 3 the noun *hours* tells how long he waited. It modifies the verb *waited*.

A noun used as an adverb has an impressive name: *adverbial substantive*. The word "substantive" means noun. It is not important to remember the term, adverbial substantive, but it is important to remember that a noun may be used like an adverb.

FACTS TO REMEMBER

1 A prepositional phrase may be used like an adjective to modify a noun or pronoun. A prepositional phrase which is used like an adjective is called an *adjective phrase*.

Some of *the boys* have pencils *with six colored leads*.

2 A prepositional phrase which is used like an adverb is called an *adverbial phrase*.

He was tired *of the noise* which the boys made *during the night*.

3 A prepositional phrase may be used after a linking verb. When it is so used, it usually tells about the subject of the verb.

Harry's report was *about minerals*.

4 A *noun in apposition*, or an *appositive*, is a noun used to explain another noun or pronoun. Appositives are set off from the rest of the sentence by commas.

Mr. Edgewater, *the man in the tall hat*, is a magician.
They look hungry, *the poor children!*

5 A noun may be used like an adverb.

He stayed *a week*, but went away *yesterday*.

6 Appositives, nouns of direct address, interjections, and the adverbs *yes*, *no*, *however*, and a few others are called *independent elements* because they are so loosely connected with the rest of the sentence. Independent elements are usually set off from the rest of the sentence by commas.

Yes, I want it, *please*.

They are not going, *however*.

REVIEW AND TEST

I

Test your ability to analyze the following sentences. Copy them. Draw two lines under the simple subject, one line under the base of the predicate, three lines under the indirect object.

Above each word in the sentence write an abbreviation to show what part of speech it is. The abbreviations are given on page 70.

- 1 Oh, the excitement was great!
- 2 Tom rushed to the opening of the cave.
- 3 The other boys were helping Margaret with the letter.
- 4 Slowly and carefully they read the directions again.
- 5 The letter gave them clear directions.
- 6 Now the others were hurriedly entering the cave.
- 7 The hunt for the buried treasure began!

II

Can you tell how each of the italicized nouns is used?

- 1 Please close the door, *William*.
- 2 The *wind* is cold.
- 3 Tony is the *captain* of the team.
- 4 Mr. Fasterthanyoureye, the *magician*, gave a performance.
- 5 He gave *Tommy* a white rabbit.
- 6 It rained *yesterday*.
- 7 The box of *candy* is empty.

NOTE. If you need more practice with analyzing sentences and telling how words and phrases are used, study the Practice Exercises on pages 112-115.

PRACTICE EXERCISES

Word Modifiers

Exercise 1

Copy these sentences. Draw a line under each adjective and an arrow pointing to the noun or pronoun it modifies. Do not forget the adjectives *a* and *the*.

- 1 Baron Munchausen was a famous traveler.
- 2 He wrote an interesting book about his many travels.
- 3 The tales are exciting and amusing.
- 4 Munchausen was not the real name of a real person.
- 5 The true name of the author was a deep secret for a long time.
- 6 The Baron described impossible places and many miraculous adventures.
- 7 His strange adventures make a fascinating humorous book.

Exercise 2

Make a list of the adjectives in these sentences. Beside each adjective write in parenthesis the word it modifies.

Remember that an adjective does not always stand next to the word it modifies.

- 1 The Baron was growing weary.
- 2 The day was cold and snowy.
- 3 His strong horse was getting weary too.
- 4 No houses and no people appeared.
- 5 Snow covered the entire countryside.
- 6 The evening was becoming dark.
- 7 The tired traveler tied his horse to a pointed stump.
- 8 Afterwards he lay down to sleep on the thick white snow.

Exercise 3

Write sentences containing the following adverbs. Draw an arrow to show what word in the sentence the adverb modifies.

almost	very	too	when
then	quietly	here	hastily

Exercise 4

Make a list of the eleven adverbs in these sentences. Beside each adverb write in parenthesis the word it modifies.

- 1 Soon the Baron was fast asleep.
- 2 He slept soundly until morning.
- 3 He awakened early.
- 4 He looked around amazedly.
- 5 The scenery was entirely different.
- 6 The snow had wholly disappeared.
- 7 Surely he dreamed!
- 8 He lay now in a completely deserted churchyard.

Phrase Modifiers**Exercise 5**

Tell whether the prepositional phrases in the following sentences are used like adjectives or like adverbs.

- 1 The churchyard stood in the middle of a village.
- 2 The tree stump with the Baron's horse had disappeared.
- 3 For a few minutes the Baron was greatly puzzled by the change in his surroundings.
- 4 Then his horse neighed above him.
- 5 The Baron looked in the direction of the sound.
- 6 His horse hung by his bridle to the weathercock of the church steeple.

Does it mean "bridle to the weathercock" or "hung to the weathercock"?

Exercise 6

Copy these sentences. Underline the prepositional phrases and show by an arrow what word each phrase modifies.

- 1 At first Baron Munchausen puzzled about the mysterious change.
- 2 Then an explanation came to him.
- 3 The village had been covered with a heavy fall of snow.
- 4 A sudden change in the weather had come during the night.
- 5 The snow melted in the warmth.
- 6 Slowly and gently the Baron was lowered to the level of the churchyard.

Exercise 7

Make a list of the adjective phrases in these sentences, and another list of the adverbial phrases. Beside each phrase write in parenthesis the word it modifies.

There should be four adjective phrases and seven adverbial phrases in your list.

- 1 The stump of the little tree above the snow was really the top of the church steeple.
- 2 There hung the Baron's poor frightened horse, high in the air.
- 3 Baron Munchausen took one of his pistols from his pocket.
- 4 He shot at the horse's bridle.
- 5 The bridle was cut by the shot.
- 6 The grateful animal was lowered from the church steeple.
- 7 The Baron mounted on his horse and rode upon his way.

Exercise 8

Use five phrases in sentences. Underline the phrases.

Write *prep.* above the prepositions and *obj.* above the objects of the prepositions.

What mark of punctuation follows an abbreviation?

Independent Elements**Exercise 9**

Copy these sentences, adding an appositive in each sentence.

- 1 John Jones had a ride in an airplane last week.
- 2 Margaret, will you please give this to Patsy?
- 3 Their route took them through Louisville.
- 4 Their car was new this spring.
- 5 Max Lake always gets a high mark in algebra.

Exercise 10

1 Write three sentences containing appositives. How should they be punctuated?

2 Write three sentences containing nouns of direct address.

Exercise 11

Copy these sentences, punctuating them correctly.

- 1 Yes you may borrow them Sam but don't forget to return them
- 2 Ouch that hurts
- 3 Cincinnati a city which is built on hills has some beautiful scenery
- 4 He will soon find out however
- 5 Mother brought one for Ellen my cousin in the South and one for me
- 6 Let us have a picnic please
- 7 Indeed that is a very unusual occurrence

CHAPTER 7

SENTENCES WITH COMPOUND PARTS

Not only in grammar do you meet the word "compound." The cough medicine which you get from the druggist is not a simple, single ingredient but a compound of several elements. In botany you may study a compound leaf, one that has two or more blades on a single leaf stalk. Anything compound, whether it is medicine, a leaf, or part of a sentence, is made up of two or more elements or members.

Compound Subjects

The subject of a sentence may contain more than one member; that is, it may be a *compound subject*.

- 1 *John and Jane* are not twins.

The nouns *John* and *Jane* are the compound subject. They are joined by the conjunction *and*.

- 2 The brown *pony*, the *pony* with the white mane, and the two *horses* with red ribbons are prize winners.

The nouns *pony*, *pony*, and *horses* are the compound subject.

1

What are the compound subjects of the following sentences?

- 1 There come Mr. Jones and his wife.
- 2 Are Mary and Tom going with us tomorrow?
- 3 Where do Henry and you buy your pencils so cheap?
- 4 The man in the brown coat and the boy in the blue cape are actors.

- 5 Will Susan Johnson and Katherine Weatherby share in the prize also?
- 6 String, marbles, a fishhook, two pennies, and some broken glass fell out of his pocket.
- 7 Toby and his trained cat and dog provided entertainment for us.
- 8 Are he and she cousins?
- 9 An old canvas tent and several cots were piled in the back of the truck.
- 10 Are you and he on the same team?

Agreement of Verb with Compound Subject

In grammar, a word is *singular* when it refers to a single person or thing. A word that refers to more than one person or thing is *plural*.

When the subject of the sentence is singular, the verb must be singular to agree with the subject. The *boy* goes alone; The *man* sells insurance; The *house* is empty.

When the subject of the sentence is plural, the verb must be plural to agree with the subject. The *boys* go alone; The *men* sell insurance; The *houses* are empty. John *walks* to town and Jane *walks* to town, but when they are together: John and Jane *walk* to town.

It is chiefly in sentences in which the subject and predicate are in inverted order that you need to be especially careful. Look at these sentences.

- 1 There come *Teddy* and his *dog*.
- 2 There comes *Teddy* with his dog.

Why is the verb plural in sentence 1?

In sentence 2, what is the subject? How is the word *dog* used? Why is the verb singular?

2

Read the sentences aloud, filling the blanks with the correct form, *comes*, *come*, *is*, or *are*. Be able to give the reason for your choice.

- 1 — Henry and his sister coming to the meeting?
- 2 — Tom practicing with Dick?
- 3 — she and he planning the party now?
- 4 Here — Mrs. Smith with her husband.
- 5 There — Mr. and Mrs. Smith.
- 6 Tobias with his trained seals — at the door now.
- 7 Tobias and his trained seals — beginning their performance.
- 8 There — the boy with his little sister.
- 9 There — the boy and his little sister.
- 10 Behind the boys — the ringmaster with his clowns.
- 11 Next to the ringmaster — the clown with his donkey.
- 12 On the opposite side of the tent — another clown and his donkey.

3

Read these sentences aloud, filling the blanks with the correct form, *was*, *were*, *goes*, *go*.

- 1 — he and she prepared for work?
- 2 On the platform — Joe and his father.
- 3 Before the oxen — a boy and his dog.
- 4 There — Topsy and Mopsy to school.
- 5 There — Topsy with Mopsy to school.
- 6 Across from us — Captain Jones with his two sons.
- 7 Sitting near us — Mr. and Mrs. Pennyweight.
- 8 The blind man with his two dogs — by our house every day.

The Conjunction *Or* with Compound Subjects

When the conjunction *or* is used to join the members of a compound subject, it offers a choice. One thing or the other may be taken, but not both.

Notice that a compound subject joined by *or* or *nor* may require a singular verb.

Either *Tom* or his *brother* *is* responsible for it.

Neither *Tom* nor his *brother* *is* responsible for it.

Jack, Jim, or *George* *is* the guilty person.

Neither the *peaches* nor the *apples* *are* ripe.

4

Supply the correct forms, *is*, *are*, *does*, *do*. Read the sentences aloud.

- 1 — she and her younger sister in the same class in high school?
- 2 — she or her younger sister coming to school early to help with the refreshments?
- 3 — the baby and its nurse always wait for you at the window?
- 4 — Martin or his brother deliver the evening paper?
- 5 Either he or she — mistaken.
- 6 Neither your canoe nor my rowboat — large enough for them.
- 7 Thomas, his sister, or his mother — calling for us in the car.
- 8 Neither chicken bones nor potatoes — good for dogs.
- 9 Running or jumping — not tire him.
- 10 Music or a book — his favorite entertainment

Mistakes in Subjects

Do you ever hear this kind of error in conversation?

INCORRECT: The big white house on the hill *it* burned down.

How is the pronoun *it* used in the sentence? *It* is not a part of a compound subject, for only one house burned. Nor is the pronoun *it* used in apposition with *house*, for it does not explain the house.

The word *it* has no use in the sentence. The sentence is wrong. It should be:

CORRECT: The big white house on the hill burned down.

5

Each of these pairs of sentences contains a correct sentence and an incorrect sentence. Select the correct one in each pair.

- 1 The boys they all said they wouldn't go.
The boys all said they wouldn't go.
- 2 Henry Jones he said he didn't believe it.
Henry Jones said he didn't believe it.
- 3 Some of the girls who went to the country brought back fruit.
Some of the girls who went to the country they brought back fruit.
- 4 Henry and Tom they complained to the policeman.
Henry and Tom complained to the policeman.
- 5 Spinach and carrots they're good for you.
Spinach and carrots are good for you.
- 6 The house on the hill is supposed to be haunted.
The house on the hill it's supposed to be haunted.

Compound Predicate Elements

Other parts of a sentence besides the subject may be compound. The entire predicate may be compound.

Examine these sentences.

- 1 The baby *kicked and yelled*.
His father *said nothing* but *spanked him*.
He *spilled part of the ink* or *drank it*.
- 2 The banners are *blue* or *green*.
- 3 He sold several *puppies* and two Persian *kittens*.
- 4 They gave *Jimmy* and *us* some lemonade.

In the first three sentences above, the entire predicate is compound.

In the other sentences, a part of the predicate is compound: in 2, the subject complement; in 3, the direct object; and in 4, the indirect object.

A sentence with compound elements often expresses the meaning more quickly and effectively than two separate sentences. Compare the following sentences with the sentences above.

His father said nothing. His father spanked him.
He sold several puppies. He sold two Persian kittens.
They gave Jimmy some lemonade. They gave us some.

6

Tell what parts of the following sentences are compound and what conjunctions join them.

- 1 Baron Munchausen described a voyage and a marvelous storm.
- 2 The captain steered the ship to an island and anchored it there.

- 3 The crew loaded wood and water and provisions on the ship.
- 4 Suddenly the air grew dark and windy.
- 5 A roaring gale struck the ship and beat violently against it.
- 6 The wind lifted great trees from the earth and tossed them high.
- 7 The uprooted trees looked tiny and weak so far up in the air.
- 8 The storm gave the captain and the crew a fright.
- 9 They might be injured or might drown.
- 10 They were neither happy nor comfortable.

7

Which parts of these sentences are compound?

- 1 After a while the air grew quieter and quieter.
- 2 The trees fell straight down into their proper places and took root immediately.
- 3 A man and his wife had been in one tree.
- 4 That tree was overbalanced by their weight and came down horizontally.
- 5 Nevertheless, they were safe and sound.
- 6 The storm brought the man and his wife good fortune.
- 7 It brought them a kingdom and great riches.
- 8 They never regretted the storm or its consequences.

8

Write a sentence to illustrate each of the following compound elements:

subject

subject complement

object

complete predicate

Other Compound Elements

A sentence may contain a compound phrase modifier.

He ran *down the stairs* and *out the door*.

The books *under the table* and *on the chair* are mine.

Sometimes the object of a preposition is compound; sometimes the preposition itself is compound.

I am going with *Tim* and his *sister*.

The children are running *up* and *down* the hill.

Adjectives, adverbs, verbs, interjections, nouns of direct address, nouns in apposition — in fact, any part of a sentence may be compound.

9

What elements in these sentences are compound?

- 1 One day Baron Munchausen went hunting with the Governor and his friends.
- 2 The strong and athletic Governor of Ceylon outdistanced the Baron.
- 3 He advanced slowly but steadily through the forest, however.
- 4 On his right and behind him he heard a rustling sound.
- 5 Then he turned his head and beheld a huge ravenous lion.
- 6 The poor Baron had only a small gun and tiny bullets.
- 7 He shot at the beast but missed him.
- 8 Alack and alas, the lion bore down upon the brave but helpless Baron!

10

Select the conjunctions and tell what compound elements they join.

- 1 A steep precipice and a deep lake prevented the Baron's running away.
- 2 He looked behind him and beheld a crocodile with yawning jaws.
- 3 The lion growled and advanced.
- 4 The Baron stumbled and fell.
- 5 The ravenous lion sprang over the Baron and into the crocodile's jaws.
- 6 Baron Munchausen lifted his head and looked around.
- 7 The lion's head and shoulders were stuck in the throat of the crocodile.
- 8 With his hunting knife Baron Munchausen killed the lion and the crocodile.

Mistakes in Compound Elements

Persons who do not understand compound elements sometimes make mistakes because they use co-ordinate conjunctions to join parts of sentences that are not alike.

INCORRECT: (1) He had a cold and being very tired.
(2) They were late and on account of a puncture.

CORRECT: (1) He had a cold and was very tired.
(2) They were late on account of a puncture.

11

One sentence in each of the following pairs is right, and one is wrong. Select the correct one in each pair.

- 1 She went home and complained to her father.
She went home and complaining to her father.

-
- 2 Arithmetic is hard for him and on account of long division.
Arithmetic is hard for him on account of long division.
- 3 Being a stranger, he could not find work at once.
Being a stranger and he could not find work at once.
- 4 He loaned some rackets but keeping others for himself.
He loaned some rackets but kept others for himself.
- 5 That ought to improve the school spirit and helping the team too.
That ought to improve the school spirit and help the team too.
- 6 He was either absent or did not come until late.
Being either absent or he did not come until late.
- 7 You need either a new box or without any cracks in it.
You need either a new box or one without any cracks in it.
- 8 They do not live near the school or the athletic field.
Not living near the school and they are not near the athletic field.
- 9 Not listening carefully and he did not hear the answer.
Not listening carefully, he did not hear the answer.

REVIEW AND TEST

One of the sentences in each pair is right; the other is wrong. Select the correct sentence in each pair. Be able to give a reason for your choice.

- 1 Are the food and the fuel here yet?
Is the food and the fuel here yet?
- 2 Pie or cake are not good for dogs.
Pie or cake is not good for dogs.
- 3 Being rather slow but he works hard.
He is rather slow but he works hard.
- 4 Standing near us were Mr. Thomas and Bob.
Standing near us was Mr. Thomas and Bob.
- 5 The driver of one of the biggest trucks on the road gave us a ride.
The driver of one of the biggest trucks on the road he gave us a ride.
- 6 The new coach with his two brothers were at the game.
The new coach with his two brothers was at the game.
- 7 Being a good skater, and he could go to the rescue.
Being a good skater, he could go to the rescue.
- 8 There go Henry and his father.
There goes Henry and his father.
- 9 He always borrows things but never returning them.
He always borrows things but never returns them.
- 10 Football or tennis are good exercise.
Football and tennis are good exercise.

CHAPTER 8

COMPOUND SENTENCES

According to one definition of the word, the sentences you have been analyzing are not *simple*; they are complicated and difficult. According to the grammar definition, however, they are simple sentences. Does that seem like a contradiction?

In grammar, a *simple sentence* is a sentence that contains only one clause. A *clause* is a group of words that contains a subject and predicate.

The following sentences are not simple sentences because each contains two clauses. Notice that each clause could stand alone as a sentence.

The boys went swimming and the girls went rowing.

He will come or he will send a messenger.

She made a chocolate cake for her mother's birthday, but it was not very good.

A clause that can stand alone as a sentence is an *independent clause*.

A *compound sentence* is a sentence that contains two or more independent clauses.

Read these sentences.

He will come or will send a messenger.

She made a cake and ate it.

Why are the words *will send a messenger* not a clause? Is *ate it* a clause? Change the two sentences so that they are compound sentences.

Select the independent clauses in the following sentences.

Did you forget it or did you lose it?

Jan crawled under the hedge, Jock hid behind a bush, and I concealed myself in a ditch.

Conversation and written work are often more interesting if compound sentences are used to give variety.

1

Combine the following simple sentences to make compound ones.

- 1 You may go with us. You may stay at home.
- 2 He went to the meeting. He did not stay.
- 3 Mary lives in the white house. Jane lives in the brown one.
- 4 Did you see the parade? Did you miss it?
- 5 He called after her. She did not hear him.
- 6 You should make an effort to do it. You should not complain.
- 7 Did he say anything about it? Didn't he notice it?
- 8 Mary brought some cookies to the picnic. Her sister brought nothing.
- 9 You may buy a new one. You may borrow one.

2

Select the independent clauses in each sentence. Tell what the simple subject and the base of the predicate are in each clause. Tell whether the predicate contains a subject complement or an object.

What are the three other names for subject complement?

- 1 Once Baron Munchausen fought in a battle, and his enemies overcame him.

- 2 The Baron was brave, but his army was small and the army of the enemy was large.
- 3 He was fighting against the Turks, and the Turks were heavily armed.
- 4 The Turks captured the Baron, but they did not kill him.
- 5 Their leader took the Baron to his camp and the Sultan bought him.
- 6 Munchausen worked for the Sultan, but the work was easy and his master was kind.
- 7 Each morning he drove the Sultan's bees to their pasture ground, and each evening he drove them home.

3

Write five compound sentences. Make them interesting. You may wish to make your compound sentences tell an incident or describe something.

Punctuation of Compound Sentences

A comma is generally used before a conjunction to separate two independent clauses.

Richard played the violin, but he did not always play well.

A man wheeling an old cart passed slowly by the house, and several little boys followed him.

When a compound sentence contains only two short clauses connected by a conjunction, a comma may not be needed.

Mary is fair and her sister is dark.

Dick may be in the office or he may be in the classroom.

Even with very short clauses, however, a comma sometimes helps the reader get the meaning more quickly.

She would see nobody but George telephoned her.
She would see nobody, but George telephoned her.

He brought the tent and the cots will come by express.
He brought the tent, and the cots will come by express.

If a sentence contains more than two clauses, with a conjunction between the last two only, commas are used to separate the clauses. Notice that a comma precedes the conjunction.

He kicked, he screamed, he yelled, but nobody heard him.
It was raining, the wind was chill, and the sky was dark.

4

How should these sentences be punctuated? Are there any sentences which need no commas?

- 1 In the spring the prairies were bright green in the summer they were covered with parched grass and in the winter they were wrapped in a blanket of snow.
- 2 The boy helped the Indians hunt for animals and his sisters gathered roots and berries with the squaws.
- 3 During the spring the rivers were swollen the low pastures were muddy and the springs flowed clear and cold.
- 4 By midsummer the springs were dry and the rivers were shallow.
- 5 Sometimes the tribe had to make long moves to find water and pasture for the cattle but the boy did not care.
- 6 He liked a change and he enjoyed excitement.

- 7 Sometimes he helped catch the horses sometimes he watched the women take down the wigwams and sometimes he sat on the fringe of the council and listened to the men.
- 8 His sisters did not like moving but they had to help with the packing.

5

Write three compound sentences, each containing more than two independent clauses.

Punctuating Compound Sentences without Conjunctions

If a compound sentence contains no conjunction, the clauses are separated by a semicolon. Notice that the independent clauses may be written as separate sentences instead of as parts of a compound sentence.

There was not a thing to be seen; the fire had destroyed the entire village.

There was not a thing to be seen. The fire had destroyed the entire village.

The words *then*, *therefore*, *however*, *nevertheless*, and *hence* are not conjunctions. They are adverbs. Either a semicolon or a conjunction must be used with them when two clauses are joined.

He waited for a while; then he went home.

He waited for a while and then he went home.

He waited for a while. Then he went home.

She did not try; therefore she did not succeed.

She did not try and therefore she did not succeed.

6

How should these groups of words be punctuated? If they may be punctuated in more than one way, tell what the different ways are.

- 1 The hunters rode to the top of a high hill then they stopped.
- 2 The boy had a horse therefore he could ride with the hunters.
- 3 He had practiced riding for years therefore he was an excellent horseman.
- 4 He had strong hands and arms he could guide a horse easily.
- 5 The chief promised the boy a share in the spoils however it would be a small share.
- 6 It was quite dark at first then the sky grew gray.
- 7 Slowly the misty red sun appeared the clouds turned golden.
- 8 The Indians stood motionless on a hill then the chief gave a signal.
- 9 The boy stood in awe of the chief hence he kept at a distance.
- 10 The boy's hands were cold with excitement his face felt hot and his knees were trembling against his horse's sides.
- 11 The sensitive horse shared his young master's nervousness his sensitive nostrils quivered.
- 12 The boy pressed his lips firmly together he was determined to succeed.
- 13 He took several deep slow breaths then he shook the horse's reins.
- 14 The scent of the dewy earth was sweet however the lad did not notice it.

7

Copy these sentences and punctuate them.

- 1 The Indians at first could see only a moving line in the distance then they saw more plainly.
- 2 Many animals were in sight buffalo and antelope were in the valley.
- 3 A herd of antelope was in the valley a second herd was scattered behind.
- 4 For a long time the Indians watched everything was quiet.
- 5 The animals were grazing quietly no smoke was showing from the wigwams.
- 6 The chief moved forward the hunters followed.
- 7 They crept down the ravine then they advanced behind some bushes.
- 8 The boy's horse was quivering with excitement nevertheless the boy held him quiet.
- 9 He was determined to prove his strength in the hunt he was determined to make old Moon Face proud of him.
- 10 Now the chief galloped forward then the rest followed.

8

Write four compound sentences that do not have conjunctions to join the independent clauses.

9

Find in some book or magazine two compound sentences. Bring them to class to read aloud. Be able to tell what the independent clauses are in each sentence.

FACTS TO REMEMBER

1 A *clause* is a group of words that contains a subject and predicate.

An *independent clause* can stand alone as a sentence.

Tom waited for us, but the others went back home.

Will you come now, or will you wait until later?

2 A *simple sentence* is a sentence that contains only one clause.

Tom waited for us.

The others went back home.

Will you come now?

Will you wait until later?

3 A *compound sentence* is a sentence that contains two or more independent clauses.

Tom waited for us, but the others went back home.

Will you come now, or will you wait until later?

The fire was out, the food was cold, and the blankets were damp.

REVIEW AND TEST

Tell whether the following sentences are simple or compound. Select the independent clauses in each compound sentence.

- 1 Pinhole cameras cannot be used for moving objects or for portraits.
- 2 Beautiful landscape pictures can be made with the pinhole camera, but the pictures must be made on a day without wind.
- 3 The wind disturbs the foliage, and any movement spoils the picture.
- 4 Buildings often provide good subjects, and doorways make interesting pictures.
- 5 The camera must be held level; it should not be tipped.
- 6 The object must not be too far away and it must not be too close to the camera.
- 7 The picture size can be determined by carefully sighting along the finder lines.
- 8 The sunlight should come from behind the back or it should shine over the shoulder of the operator.
- 9 The making of a pinhole camera is not difficult, but it requires patience.
- 10 Photography with a pinhole camera provides entertainment; moreover, it offers opportunity for good results.

CHAPTER 9

COMPLEX SENTENCES

If you were studying the grammar of a language spoken by a tribe of primitive savages instead of the grammar of your own language, you would not find complex sentences. Only when people are civilized and skillful in expressing their thoughts can they make complex sentences. Even among the highly civilized races, the little children are not at first able to make complex sentences. They express themselves first in single words, then in groups of two or three words, and later in simple sentences.

Of course you have been using complex sentences for a number of years, even though you may not know them by name. When you understand what a complex sentence is, however, and how it is put together, you can express your ideas more effectively, just as a boy who understands the use of tools can make a better chair than a boy who does not know one kind of saw from another.

Dependent Clauses

A *dependent clause* is a group of words that contains a subject and predicate but cannot stand alone as a sentence. It *depends* upon some other part of the sentence to make a complete statement.

We came to the place *where the roads parted*.

If the river freezes, we can go skating tomorrow.

John is the boy *who is sitting behind Sam*.

The road *that leads to the mill* is covered with ice.

1

What are the dependent clauses in the following sentences?

- 1 There comes the boy who rescued the cat.
- 2 It would have drowned if he had not seen it.
- 3 When he was on his way from school, he heard the cat miaowing.
- 4 It had fallen into a drainpipe, where it was caught fast.
- 5 He worked patiently until he had freed the prisoner.
- 6 The cat that was rescued belonged to old Aunt Betty Burns.
- 7 When the boy took it to Aunt Betty, she gave him some fresh doughnuts.
- 8 He ate them all as he went home.
- 9 When he reached home, he told his mother of the rescue.
- 10 She was pleased because he had saved the cat.

Sentences with Dependent Clauses

Read these pairs of sentences. Which sentence in each pair makes the meaning clearer and more interesting?

- 1 A stone hut stood on a hill, and an old man lived there.
- 2 In a stone hut that stood on a hill there lived an old man.
- 3 He had no bow and arrows, and he killed the white eagle.
- 4 Although he had no bow and arrows, he killed the white eagle.

A sentence that contains a dependent clause often expresses an idea more clearly than a compound sentence. What is the dependent clause in sentence 2? in sentence 4? What is the independent clause in sentence 2? in sentence 4?

There may be more than one dependent clause in a sentence.

As he came to school, Harry met Bob Jones, who was on his way to the dentist.

A *complex sentence* is a sentence that contains only one independent clause and one or more dependent clauses.

2

Select the dependent and independent clauses. Tell whether the sentences are complex or compound.

- 1 Although many people think so, volcanoes do not smoke.
- 2 When they are in eruption, volcanoes throw mud and stones.
- 3 From the volcano steam rises, which helps make the explosion.
- 4 The steam often has the color of brown smoke because it contains dust.
- 5 This dust is made of rock which has been blown to pieces.
- 6 Volcanoes do not make ashes and they do not flame.
- 7 The so-called ashes are made of rock powder that is formed by the explosion.
- 8 Only rarely does flame issue from a volcano, when some hydrogen gas burns.
- 9 If it flames at all, it flames only to a moderate extent.
- 10 The lights from the molten lava in the crater shine on the steam clouds above, and they look like flames.
- 11 These flame-like clouds vary in brightness because the lava rises and falls in the crater.
- 12 When the lava rises in the crater, the steam clouds grow brighter.

3

Select the dependent and independent clauses. Does every sentence contain a dependent clause?

- 1 When a desert Arab and his family start on a journey, they pile their tents, provisions, sleeping rugs, and the women and children on the camels.
- 2 The men take their places at the head of the procession, and the dogs follow at the end of the procession.
- 3 As the chieftain of the tribe stalks in front of the caravan, he looks very handsome.
- 4 He wears a hooded cloak which makes him look like a picture in a Bible story.
- 5 He strides proudly with his carbine under his arm.
- 6 Although he looks so fine and handsome, all his possessions would hardly pay the rent of a large city house for a month.
- 7 An Arab chieftain must have a keen memory, for there are no roads to guide him.
- 8 If the stars are shining, he can direct his course by the stars.
- 9 If there is a sandstorm, he must depend upon his memory, for the dust blots out the sky.
- 10 A chieftain who did not know the desert would soon lose his position.
- 11 Every chieftain has known the desert since he was a tiny boy.
- 12 He knows every hill which rises on the waste, and he knows every little rocky gully which opens in the desert.
- 13 When he was a baby, he rode over the same routes with his mother and father, who had known the desert all their lives.

The Subject and Predicate in a Dependent Clause

A dependent clause, like an independent clause, has a subject and predicate.

- 1 *While we waited on the corner*, they passed us.

The subject of the dependent clause is *we*; the base of the predicate, *waited*. What is the complete predicate of the clause?

- 2 The house *that stands on the hill* caught fire.

The subject of the dependent clause is *that*; the base of the predicate, *stands*. What is the complete predicate of the clause?

Sometimes the subject and predicate of a dependent clause are in inverted order, and it is necessary to rearrange them to make sure what the subject and predicate are.

- 1 A trip *that I enjoyed* was one to the Grand Canyon.

When the dependent clause is rearranged, it is *I enjoyed that*. The base of the predicate is *enjoyed that*. What is the subject?

- 2 We know the man *about whom they were talking*.

The rearranged clause is *they were talking about whom*. The base of the predicate is *were talking*. What is the complete predicate of the clause? the subject?

4

In the sentences on page 141, select the dependent clauses. Tell the base of the predicate and the simple subject in each.

Tell whether the predicate of the dependent clause contains a subject complement, an object, or only a verb.

If you need to review subject complements and objects, see pages 71-80.

- 1 There are many interesting plants that grow in the desert.
- 2 Have you ever heard of the desert water bottle, which is the name of a cactus?
- 3 When a traveler finds one of these plants in the desert, he is delighted.
- 4 The thirst which has been tormenting him will now be quenched.
- 5 The cactus, which he opens with a knife or hatchet, contains a drink.
- 6 Although it is not very cool, it is not very hot.
- 7 The liquid is quite refreshing, for the taste is pleasant and sweet.
- 8 Another cactus that travelers find in the desert is the barrel cactus.
- 9 It contains about a gallon of water, which is surprisingly cool even in the hottest weather.
- 10 Through its thick skin the barrel cactus oozes a sweet cactus candy that is delicious.

5

Copy the dependent clauses in these sentences. Draw one line under the base of the predicate, two lines under the simple subject.

Write abbreviations above the objects and the predicate nouns, predicate pronouns, and predicate adjectives in the dependent clauses.

If you need to review predicate nouns, predicate pronouns, and predicate adjectives, see pages 71-74.

- 1 Have you ever heard of the harvester ants, which gather grain for food?
- 2 The harvester ants build large cities, where thousands of them live.

- 3 They gather certain grains that they hull very carefully.
- 4 The grains are ground up and made into dough by the ants, which are very skillful.
- 5 From the dough which they make, they shape tiny reddish brown loaves.
- 6 Although they do not have an oven, they bake the loaves.
- 7 The small bakers, which are remarkably clever, carry the loaves out of their cities.
- 8 They spread the loaves in the hot sun, which soon cooks them.
- 9 Then the loaves are carried into the nests again, where they are sweetened.
- 10 The grains that these ants prefer are wheat and rice.

6

- 1 Write five complex sentences. Underline the dependent clauses. Be sure that every dependent clause has a subject and a predicate.
- 2 Write three compound sentences.
- 3 Write two simple sentences. A simple sentence may be longer than many complex or compound sentences. Can you write one that is?

Expressing the Less Important Idea in a Dependent Clause

Just as the less important members of a team are subordinate to the captain, so a dependent clause is subordinate to the independent clause. For that reason a dependent clause is called a *subordinate clause*, and the independent clause is called the *main clause* or the *principal clause*.

If a sentence contains two ideas, should the more important idea be expressed in the principal clause or in the subordinate clause? Why?

When the important idea is stated in an independent clause and the less important idea in a dependent clause, a sentence is more emphatic than if both ideas are stated in independent clauses.

Jack was at school and his house caught on fire.

While Jack was at school, HIS HOUSE CAUGHT ON FIRE.

Notice also that you can choose which of two ideas you will make more important by stating it in the independent clause.

Mr. Skinflint was very stingy and he had a lot of money.

Although Mr. Skinflint was very stingy, HE HAD A LOT OF MONEY.

MR. SKINFLINT WAS VERY STINGY although he had a lot of money.

7

In each of the following sentences decide which you think is the more important idea. Change the sentences so that each expresses the more important idea in an independent clause and the less important idea in a dependent clause.

There may be a difference of opinion in the class as to which idea is more important.

- 1 Jimmy was going to school and he saw smoke.
- 2 He ran down the street and he came to the firehouse.
- 3 One of the firemen was standing there and Jimmy told him.
- 4 The fireman listened to the boy's story and he told the Chief.

- 5 The Chief came and Jimmy repeated his story of the smoke coming from some windows in an empty building.
- 6 The Chief gave a signal and the firemen hurried to their places on the trucks.
- 7 Jimmy stood there watching and the trucks dashed out.
- 8 He followed down the street and he saw a crowd about the building.
- 9 The flames were showing and he reached the burning building.
- 10 The firemen worked for a long time and they extinguished the fire.
- 11 The Chief motioned to the boy and Jimmy ran towards him.
- 12 He invited Jimmy to ride with him on a truck and the proud boy climbed upon the machine.

8

Write five sentences expressing less important ideas in dependent clauses. Make the sentences interesting.

9

Change each of the following compound sentences into two complex sentences, making first one idea, then the other, more important by placing it in the independent clause.

Mary stayed at school and her brother went home.

Complex Sentences:

Although Mary stayed at school, her brother went home.

Mary stayed at school while her brother went home.

- 1 Timothy worked hard, but he did not succeed.
- 2 I went to the motion picture and I saw Mr. Sparks.

- 3 James had been in San Francisco and he had seen the new bridge.
- 4 We walked to the park and we bought some ice cream on the way.
- 5 Anne knows how to drive, but her family has no car.
- 6 She saw her brother and she told him.

Punctuation of Introductory Clauses

A dependent clause at the beginning of a sentence is usually set off by a comma. Sometimes a comma is not necessary if the clause is short.

When the two boys heard about the misfortune in the neighboring camp, they offered their help.

While the Scout Master was cooking, the boys cut wood.

When it rained we stayed in the tent.

A dependent clause at the beginning of a sentence is often called an *introductory clause* because it *introduces* the sentence.

10

Copy the following sentences and punctuate them. Be able to give a reason for each mark of punctuation you supply.

- 1 While Mary was on her way to telephone her sister tried to repair the bicycle.
- 2 Although he had never spoken to Captain Sprague the officer in command of the station he knew him by sight.
- 3 If you can persuade your mother to let you go I will persuade mine.
- 4 If you don't know Martha will help you with your problems.

- 5 Unless you can promise Dr. Smith will depend upon someone else to help him.
- 6 Although he had referred the matter to Larry Jones the Scout Leader the boys did not know much about it.
- 7 If you see her Jack please give her this note.
- 8 Oh listen to this story Marion.
- 9 Unless you can help your father would rather have you stay at home.
- 10 As I was saying the song is familiar to everybody.

11

Write five sentences with introductory clauses, punctuating them correctly.

12

Rewrite the following incident, making it more interesting by combining some of the short, choppy sentences into complex or compound sentences. Make any changes in the wording of the story that you think may improve it.

A lawyer told a story. The story was about himself. The lawyer had an office boy. The office boy had bad manners. The lawyer tried to correct the office boy's bad manners.

One morning the office boy came into the lawyer's office. The boy threw his cap at a hook.

The office boy said, "Mr. Root, there's a ball game today. I want to go."

Mr. Root was willing for the boy to go. Mr. Root wanted to teach him a lesson first. He wanted to teach him to be polite.'

Mr. Root said, "James, you were not polite. Sit down in my chair. I'll show you how to ask a favor."

The boy took the chair. Mr. Root picked up the cap. He stepped outside. He opened the door softly. He held the cap in his hand. He spoke politely.

He said, "Please, sir, there is a ball game today. Can you spare me? I should like to go."

The boy responded quickly. He said, "Go, Jimmy. Here's a fifty-cent piece to pay your way."

FACTS TO REMEMBER

1 A *dependent clause* is a group of words that contains a subject and predicate but cannot stand alone as a sentence. It depends upon some other part of the sentence to make a complete statement.

If you are not careful, you will drop it.

He sold me a book *which he did not need* and some crayons *which I needed for making maps*.

2 A dependent, or subordinate, clause that stands at the beginning of a sentence is sometimes called an *introductory clause*. An introductory clause is usually set off by a comma.

While we were waiting for the bus, a clap of thunder sounded.


3 A *complex sentence* is a sentence that contains only one independent clause and one or more dependent clauses.

REVIEW AND TEST

Select the dependent and independent clauses in the following sentences. Tell what the simple subject and the base of the predicate are in each dependent clause.

- 1 Although the horses raced, the wolves came nearer.
- 2 It was hard to go fast, for the road twisted among the trees.
- 3 The horses, which were terrified, plunged through the pines.
- 4 The pack lost sight of the sleigh where the road turned suddenly.
- 5 Just beyond the turn stood a hut, where a woodcutter lived.
- 6 If they reached the hut, the boys and horses would be safe.
- 7 When he heard the loud sleigh bells, the woodcutter rushed out.
- 8 He carried great firebrands, which frightened the wolves.
- 9 After he had helped the boys from the sleigh, he put the horses in the barn.
- 10 As they sat by his warm fire, the boys told the woodcutter their story.

NOTE. If you need more practice with dependent clauses, study the Practice Exercises on pages 149-151.



PRACTICE EXERCISES

Complex Sentences

Exercise 1

Tell which of the following sentences are complex, which are compound, and which are simple. Select the dependent clauses in the complex sentences.

- 1 The Navaho Indians, who are related to the Apaches, were formerly bold fighters.
- 2 They are a prosperous tribe and number several thousand members.
- 3 Although their clothes are not like ours, they dress well.
- 4 They wear many ornaments, for they are skillful silver workers.
- 5 They weave beautiful blankets, though their looms are very simple.
- 6 The yarn is homespun from wool which they take off their own sheep.
- 7 The blankets, which are fine and closely woven, are made in bright patterns.
- 8 The Navahos trade their blankets to other Indians for turquoise beads.
- 9 The Navahos are good singers and they tell interesting stories too.

Exercise 2

Select the dependent clauses in these sentences, and tell what the base of the predicate and the simple subject are in each dependent clause.

- 1 While the boys played in the woods, they looked for acorns

- 2 As they dived into a heap of leaves, a little brown and white rabbit darted out.
- 3 It looked at them for a moment before it jumped away.
- 4 They laughed, for the rabbit's expression was very funny.
- 5 It looked like an old man who had suddenly been wakened from a sound sleep.
- 6 Its whiskers quivered as it stared at them.

Exercise 3

Copy the dependent clauses. Draw one line under the base of the predicate and two lines under the simple subject of each clause.

- 1 After the meeting was ended, the two boys walked home.
- 2 Joe, who was worried about the coming game, talked little.
- 3 John was telling about a game which he had once seen.
- 4 As he talked, Joe began to feel more cheerful.
- 5 He remembered another game that he had won in the spring.
- 6 When the game had begun, he had been hopeless of victory.
- 7 Although the other team was bigger, Joe's team had defeated it.
- 8 Joe squared his shoulders as he remembered that victory.
- 9 If his team tried hard enough, they would win.
- 10 Because he was sure of his team's skill and courage, Joe's hopes revived.

Exercise 4

Select the dependent and independent clauses in these sentences. Which of the sentences are not complex?

- 1 He could not reach the port with his capture because the winds were adverse.
- 2 If he returned to the island, he might be captured himself.
- 3 The treasure that filled the hold might be taken from him.
- 4 His country needed the gold, and his ship was needed also.
- 5 Although it was dangerous, he resolved to sail around the island.
- 6 He would wait until it was dark.
- 7 Then his ship would be unobserved and he could slip past.
- 8 He would reach port the next day unless some scouting vessel caught sight of him.

Exercise 5

Make complex sentences of these compound sentences by changing one of the independent clauses to a dependent clause.

- 1 The alarm sounded and Jack leaped out of bed.
- 2 Henry has several dollars, but he won't spend them.
- 3 Jane went to camp and she learned to swim.
- 4 It was raining and the game had to be postponed.
- 5 He has always lived in Florida and he has never seen snow.
- 6 The tire was almost new, but it had a puncture.
- 7 Sam's father is a farmer and Sam is going to be an engineer.

CHAPTER 10

DEPENDENT CLAUSES

There are two reasons for studying dependent clauses. The first reason is the need for correctness in talking and writing. It is important to use clauses correctly in speaking and to punctuate them properly in writing.

The second reason for studying dependent clauses is almost more important than the first. Necessary as it is to speak and write without making mistakes, it is quite as important to talk and write with an interesting variety of sentences. Nobody enjoys or listens very long to a monotonous, dull talker.

If you understand how to use dependent clauses, you can make your conversation and your letters more varied and interesting.

Adjective Clauses

A dependent clause may be used like an adjective to modify a noun or pronoun. A dependent clause that modifies a noun or pronoun is called an *adjective clause*.

- 1 The house *where he lives* is near the river.

The clause *where he lives* tells which house is meant. Since it modifies the noun *house*, it is an adjective clause.

- 2 He described the nights *when the midnight sun shines*.

The clause *when the midnight sun shines* tells which nights. Since it modifies the noun *nights*, it is an adjective clause.

- 3 Margaret, *who is the girl in red*, won the prize.

The clause *who is the girl in red* describes Margaret. What part of speech is *Margaret*? What kind of clause is it?

- 4 That is the one *that I want*.

The clause *that I want* tells which one. What part of speech is *one* in this sentence? What kind of clause is it?

1

Select the adjective clauses, and tell what word each clause modifies.

- 1 The path which led into the forest was faint.
- 2 The boys, who were in a great hurry, paid no attention to the trail marks.
- 3 The sounds which they had heard were growing fainter.
- 4 Bob, who could not keep up with the others, wanted to rest.
- 5 He paused by a big stone that jugged over a pool.
- 6 He watched some ripples where fish were playing.
- 7 He was tired of stumbling along a path that led nowhere.
- 8 He wished for a fishing line that he could use.
- 9 His mother, who liked fish, would cook every fish that he caught.

2

What words do the clauses in these sentences modify?

- 1 His brothers' voices, which had been very plain, could not be heard.
- 2 Behind him he heard another sound, which came from some thick shrubs.

- 3 He looked in the direction where the sound seemed to be.
- 4 The bushes where he had been looking began to move.
- 5 A large animal, which he could barely see, was hidden there.
- 6 Was it the gray wolf that had killed his father's sheep?
- 7 How could he escape from the beast, which was twice his size?
- 8 Would they, who were far ahead, hear his call?
- 9 Suddenly from out the bushes bounded shaggy old Rover, who had come to find him.

Relative Pronouns

In the following sentences, what word in each clause joins the clause to the noun or pronoun it modifies?

- 1 Mary, *who* is sitting in the corner, speaks two languages.
- 2 It is she *that* has been in Europe.
- 3 She now lives in Bronxville, *which* is a suburb of New York City.

The words *who*, *that*, and *which* are called *relative pronouns* or *conjunctive pronouns*. They are pronouns which join clauses to nouns or pronouns.

The noun or pronoun to which the relative pronoun joins the clause is said to be the *antecedent* of the relative pronoun. The prefix "ante" means before. "Antecedent" means something that stands before.

What is the antecedent of the relative pronoun *who* in sentence 1 above? Of the relative pronoun *that* in sentence 2? Of the relative pronoun *which*?

Notice that the antecedent may be substituted for the relative pronoun in the clause. The clause then becomes a sentence.

- 1 Mary (Mary is sitting in the corner) speaks two languages.
- 2 It is she. She has been in Europe.
- 3 She now lives in Bronxville. Bronxville is a suburb of New York City.

The relative pronoun *who* is used to refer to persons; *which* refers to things; and *that* to both persons and things. The word *who* is sometimes used to refer to animals that seem almost like human beings — a friendly, intelligent dog, for instance.

There sits the *man* in the corner *who* brings the mail.

Here is the *letter* from Jane *which* he brought.

There goes the *man* *that* owns the farm.

Where is the *farm* *that* he owns?

She called *Rover*, *who* answered with a joyful bark.

Notice that a relative pronoun does not always stand next to its antecedent.

3

Select the adjective clauses in the following sentences. Tell what the relative pronoun in each clause is and what its antecedent is.

- 1 Smith and Jones were two men who liked to tell long yarns.
- 2 Smith, who had been a lumberman in the Northwest, told about a snowstorm that he had seen.
- 3 It was one that he would always remember.
- 4 The snow, which grew deeper and deeper, drifted to the tops of the tallest trees.

- 5 The men who were cutting the timber had to be let down with ropes to reach the trees.
- 6 Jones, who had listened quietly, described a fog that he had once seen.
- 7 Many large fish swam about in the fog, which was like a sea.
- 8 The lumbermen dug deep ditches in the fog, which drained it back into the river.
- 9 The fish, which had been lost among the trees, swam down the ditches that the men had dug.

4

Write three sentences containing the relative pronoun *which*, two containing the relative pronoun *who*, and two containing the relative pronoun *that*. Draw a line under each relative pronoun and its antecedent.

5

Select the relative pronouns in these sentences, and tell the antecedent of each. State the clause which the pronoun joins to its antecedent.

- 1 The little fishing villages which the traveler sees in Holland are very interesting.
- 2 The browned fishermen in bright-colored trousers who sit along the dock look like pictures.
- 3 They wear close-fitting jackets, which end at the waist.
- 4 The great baggy knee breeches that they wear are sometimes of rich blue or rose color.
- 5 The women wear full, long skirts and round white caps which fit the head closely.

- 6 Little girls wear dresses that are just like their mothers'.
- 7 The little boys who play at the water's edge have tiny sailboats which they have made of old wooden shoes.
- 8 The people who live in these villages are kind-hearted.
- 9 They are friendly to the tourists who travel through the villages.
- 10 Sometimes the tourists stare rudely at the quaint costumes which the villagers wear.
- 11 The tourists often take photographs of the fishermen who gather beside the docks.

Relative Adverbs

An adjective clause is not always joined to a noun or pronoun by a relative pronoun. Sometimes an adverb is used. An adverb which joins a dependent clause to some word in the sentence is called a *relative adverb* or *conjunctive adverb*.

- 1 The town *where* he lives is in the mountains.
The adjective clause *where he lives* tells which town and modifies the noun *town*. The word *where* joins the clause to *town*.
In the clause, *where* tells where he lives and modifies *lives*.
In the clause, *where* is equivalent to *there*: he lives *there*.
- 2 The day *when* the play was to be given had arrived.
The adjective clause *when the play was to be given* tells what day and modifies the noun *day*. What part of speech is the word *when*?
In the clause, *when* is equivalent to *then*: the play was to be given *then*.

6

Select the adjective clauses in these sentences, and tell what noun or pronoun each modifies. Tell whether the joining word is a relative pronoun or a relative adverb.

- 1 Cheese is a product which many Hollanders make.
- 2 They take the greatest pride in the cheese that they manufacture.
- 3 The stables where they keep their cows are spotlessly clean.
- 4 The stalls where the cows stand are often of handsome wood.
- 5 Everyone enjoys visiting the villages on the days when the cheese market is held.
- 6 The cheeses, which are pressed in molds, look like cannon balls that have been colored bright red or orange.
- 7 The market square, where the cheese is piled in mounds, has been scrubbed clean.
- 8 There is a great bustling in the little village from daylight, when the farmers begin to come with their cheeses, until noon, when the market ends.

Restrictive and Non-Restrictive Clauses

An adjective clause that is needed to tell which person or thing is meant is called a *restrictive clause* because it *restricts* the meaning to one particular person or thing.

- 1 He found the top *that Jack lost*.
The clause *that Jack lost* tells which top. It restricts the meaning to one particular top.
- 2 The winner is the girl *who stands near the door*.
The clause *who stands near the door* tells which girl is meant.

Some adjective clauses are not necessary to the meaning. If such a clause is omitted from the sentence, you still know which person or thing is meant.

- 1 He saw the Governor, *who happened to be there*.

The clause *who happened to be there* might be left out, and you would still know whom he saw.

- 2 We visited Quebec, *which is a very interesting city*.

The clause *which is a very interesting city* might be left out, and you would still know which city was visited.

An adjective clause which is not needed to tell which person or thing is meant is called a *non-restrictive clause*.

Because they are not necessary to the meaning of the sentence, non-restrictive clauses are set off from the rest of the sentence by commas.

To determine whether an adjective clause should be set off by commas, ask yourself, "If the clause were left out, would I still know what person or thing is meant?"

7

Select the adjective clauses in these sentences, and tell whether they are necessary to show which person or thing is meant. State whether they are restrictive or non-restrictive clauses.

- 1 Chicago, which is often called the Windy City, is on Lake Michigan.
- 2 The town where his aunt lives is in Kentucky.
- 3 He is studying in Boston, where there is a large art school.
- 4 The John Smith that I know has red hair.
- 5 John Smith, who lives near us, broke his arm yesterday.

- 6 Oranges, which are a citrus fruit, can be grown on the same tree with lemons, which are also a citrus fruit.
- 7 The oranges that I bought are still green.
- 8 Florida, where she used to live, is a long way from Maine, where she now lives.
- 9 The boy who delivers the papers is Henry Martin.
- 10 I shall ask Harry Rider, who knows all about trout fishing.
- 11 The book which he liked best was *Treasure Island*.
- 12 *Treasure Island*, which was written by Stevenson, has always been a very popular book.
- 13 Tommy Smith, who is very short, and Max Martin, who is very tall, are great friends.

8

Tell which sentence in each of the following pairs contains a restrictive adjective clause, and which a non-restrictive clause. Commas are omitted in these sentences. Tell where commas are needed, and why they are needed.

- 1 The book that I mean was written by Jack London.
The Call of the Wild which is one of my favorite books was written by Jack London.
- 2 Tippy who is often in trouble frequently finds himself without friends.
A boy who is often in trouble frequently finds himself without friends.
- 3 Jack and Tom who have finished their work may go home early.
The boys who have finished their work may go home early.

- 4 St. Louis which is on the Mississippi River has had an interesting history.
Some of the cities which are on the Mississippi River have had an interesting history.
- 5 In the entire village we saw only one house that had two chimneys.
In the center of the village stood the chief's house which had two chimneys.
- 6 My canoe which was very light was whirled about by the wind.
Any canoe which is very light is whirled about by a strong wind.
- 7 Will James who was once a cowboy has written a number of good books.
Will James is the author who was once a cowboy.
- 8 Can you tell me the name of the blue flower that grows in your mother's garden?
Forgetmenots which grow in your mother's garden grow wild in Switzerland.
- 9 We shall spend some time in Arizona where my cousins live.
We shall spend some time in a part of the country where there are high mountains.
- 10 They will not start building until March when the ground is thawed.
They will not start building until the time when the ground is thawed.

9

Write three sentences containing restrictive clauses and three containing non-restrictive clauses.

Punctuation of Dependent Clauses

10

Copy these sentences, punctuating them correctly. Be able to give a reason for each mark of punctuation you use. You may wish to review pages 145 and 159.

- 1 In Kansas which grows enormous crops of corn they tell this story.
- 2 One day little Jeremiah Jones who lived on a farm went into the cornfield.
- 3 Because he could not see very far the boy climbed a cornstalk.
- 4 After a while his father who was hard at work missed the lad.
- 5 Until several days had passed Mr. Jones thought nothing about it.
- 6 Jeremiah who was a capable boy often spent several days wandering through the fields.
- 7 After a week had gone Mr. Jones began to worry.
- 8 He telephoned to a neighbor who lived near.
- 9 The neighbor who was named Elijah and Mr. Jones went to hunt for Jeremiah.
- 10 After a long search they found Jeremiah who was high in a cornstalk.

11

How should these sentences be punctuated? Do all of them require commas?

- 1 After Jeremiah climbed a short distance the stalk began to grow.
- 2 Although he tried to descend the cornstalk grew so fast that he could not reach the ground.

- 3 Three men attempted to cut the cornstalk to save Jeremiah who was threatened with death by starvation.
- 4 Although their axes were sharp and heavy the cornstalk grew so fast that they could not hit twice in the same place.
- 5 The resourceful boy who was clinging to the stalk high in the air began to eat the green corn.
- 6 As the weeks went by Jeremiah ate four bushels of corn.
- 7 Although he was now high in the air the men knew he was still alive.
- 8 The corncobs which the boy threw down made a noise like thunder.
- 9 Jeremiah who clung bravely to the stalk did not give up hope.
- 10 If the pilot of an airplane had not rescued him the boy might have been pushed up so high that he would have frozen to death.
- 11 When the brave lad reached home his family gave him a royal welcome.

Adverbial Clauses

A dependent clause may be used like an adverb to modify a verb, an adjective, or an adverb. A clause that is used like an adverb is called an *adverbial clause*.

Most adverbial clauses modify verbs. Notice (on page 164) what a variety of different things adverbial clauses may show about the verbs which they modify. Of course it is not necessary to remember the names of all the kinds of things they show.

Place

- 1 Tom hid *where the grass was deepest*.

Time

- 2 *When the bell rings*, open the door.
3 He came *before we arrived in the city*.
4 He came *after we arrived in the city*.
5 He entered *as I was leaving*.
6 Wait *until it stops raining*.
7 We have moved *since you visited us*.
8 Please wait *while I go into the store*.

Manner

- 9 Don't change your clothes; come *as you are*.

Cause

- 10 He ran *because he was afraid*.
11 We borrowed some sugar, *as we had none in the house*.
12 Stay all night, *since it is so late*.

Condition

- 13 *If he does not come*, we shall send for him.
14 Don't come *unless we send for you*.

Purpose

- 15 He turned his head away *lest she should see him smile*.
16 He turned his head away *in order that she should not see him smile*.
17 He turned his head away *so that she should not see him smile*.

Result

- 18 The thief wore gloves, *so that there were no fingerprints*.

Concession

- 19 *Even if it is raining*, we must go.
20 *Although he was in the wrong*, I felt sorry for him.
21 He failed *though he had tried hard*.

Contrast

- 22 Henry was careful, *while Sam was always losing things*.

Adverbial clauses which modify adjectives and adverbs usually show comparison.

Comparison

- 23 The soup was hotter *than we expected*.
- 24 He ran as fast *as he could*.
- 25 He spoke as loudly *as if he were deaf*.
- 26 She entered as quickly *as though she were running*.

Variety in Sentences

It is important to remember that if you take thought when you speak and write, you can express yourself in an interesting variety of sentences.

How monotonous and dull the person sounds who talks always in the same kind of sentence! How uninteresting the person is who uses only clauses strung together with *and* and *so*!

"It was cold and we didn't have our overcoats and we didn't want to go home and get them so we went up into the hayloft of a farmer's barn and got some hay and we put layers of hay under our coats so we were soon warm and so we could go on to the camp without having to go back home to get our overcoats and so we got to camp in time to see the games and didn't miss a single thing."

How much more lively and interesting anyone is who uses a variety of sentences!

"Since it was cold and we didn't have our overcoats, we stopped in a farmer's barn. After we put layers of hay under our coats, we were soon warm again and could go on to the camp without having to go back home. We got to camp in time to see the games and didn't miss a single thing "

12

Select the adverbial clauses in these sentences. Do any of the sentences contain adjective clauses?

- 1 When Pat and Mike were crossing a field, a bull charged upon them.
- 2 Although they ran fast, the bull ran faster.
- 3 Mike would climb a tree if he could reach it.
- 4 Pat did not look for a tree, because there was only one in the field.
- 5 When Mike reached the tree, he shinned up it like lightning.
- 6 Poor Pat dropped into a hole that was near the tree.
- 7 After the bull had leaped over the hole, Pat jumped out.
- 8 The bull saw him as he climbed out.
- 9 When the bull charged again, Pat jumped back into the hole.

13

Select the adverbial clauses and the adjective clauses in these sentences.

- 1 After the bull had again jumped across the hole, Pat leaped out.
- 2 This continued until Mike yelled furiously at Pat.
- 3 "Unless you stay in the hole, we shall never get home."
- 4 When the angry bull charged, Pat leaped in for the fourth time.
- 5 As he leaped out again, he shouted frantically to Mike.
- 6 The words that he said were indistinct.
- 7 Mike, who was hanging to a limb of the tree, scarcely understood them.

- 8 After his breathless friend repeated the words two or three times, Mike finally understood.
9 "If you want this hole, take it!
10 I don't want it, because there's a bear in it!"

14

Write ten sentences containing adverbial clauses. Use an interesting variety of clauses. Underline the clauses.

Subordinate Conjunctions ·

In each of the following sentences, what word joins the adverbial clause to the main clause? Notice that in each of these sentences the adverbial clause is joined to the *verb* in the main clause because it modifies the verb.

- 1 He sold his pony *because they moved to the city*.
- 2 His father got him a bicycle *after they moved*.
- 3 *If it rains*, we shall not come.
- 4 *Since he has been at camp*, he swims very well.
- 5 Give it to him *for he needs it*.

Such words as *because*, *after*, *if*, *since*, and a few others may be used to join an adverbial clause to the word it modifies. They are called *subordinate conjunctions*. Can you think why they are so named?

Other subordinate conjunctions are: *while*, *for*, *though*, *although*, *before*, *until*, *unless*.

Adverbial clauses may be joined to the sentence by relative adverbs.

The house stood *where the boys are playing*.
He came *when he heard the bell*.

15

Select the adverbial clauses and the subordinate conjunctions.

- 1 One time Baron Munchausen descended a volcano until he came to the other side of the earth.
- 2 After he had boarded a ship there, the ship sailed over the South Sea.
- 3 A great storm arose before they had gone far.
- 4 The gale blew steadily until six months had passed.
- 5 Although the captain steered, the ship was helpless.
- 6 At last the waters grew calm, for the ship had reached a strange region.
- 7 As they sailed over the strange sea, they smelled delicious odors.
- 8 They were amazed, for the waters of the sea had changed to milk.
- 9 The captain decided to land if he could find an island.
- 10 After they had anchored, the island proved to be an enormous yellow cheese.

Words That Are Sometimes Conjunctions

Look at the following pairs of sentences. What part of speech is *before* in sentence 1? Why? In sentence 2? Why?

What part of speech is *since* in sentence 3? Why? In sentence 4? Why?

- 1 He finished *before* I began.
- 2 He finished *before* me.
- 3 *Since* Mary has been practicing, her music is excellent.
- 4 Nobody has been here *since* morning.

16

Use the following words first as prepositions, then as conjunctions. Remember that a preposition joins a phrase, and a conjunction joins a clause, to some part of the sentence.

If you need to review prepositions, see pages 42-45.

after until since for before

Dependent Clauses with *Than* and *As*

Sometimes only part of a dependent, or subordinate, clause is stated in a sentence, and the rest is understood. People who do not understand sentences of this kind may make mistakes in using them. Do you ever hear anyone say "My sister is older than me" or "My baggage weighs almost as much as me"? Do you know what is wrong? If the speaker completed the sentences, he would say:

CORRECT: My sister is older *than I (am old)*.

My baggage weighs almost as much *as I (weigh)*.

In the first sentence above, the completed clause is *than I am old*. The word *I* is the subject of the verb *am*, which is understood but not expressed in the sentence: My sister is older *than I*.

How is the word *I* used in the second sentence?

17

Complete the subordinate clauses in the following sentences. Tell what the verb and its subject are in each subordinate clause.

- 1 Henry runs faster than the other boys.
- 2 Is Ruth older than he?
- 3 He earned almost as much money as I.

- 4 We have to go earlier than they.
- 5 He is taller than I, but he doesn't weigh so much as I.
- 6 The cake looked almost as large as she.
- 7 Soon the nights will be shorter than the days.
- 8 Tom always finishes sooner than we.
- 9 We didn't walk as far as they, but our road was steeper than their road.
- 10 Do you think Mary sings as well as he?
- 11 Write a story as long as he.
- 12 You know more about it than I.

18

Read aloud the correct sentence in each of these pairs.

- 1 Do you think Jane can run as fast as him?
Do you think Jane can run as fast as he?
- 2 She had a better excuse than we.
She had a better excuse than us.
- 3 Some of them worked longer than she.
Some of them worked longer than her.
- 4 We started home earlier than them.
We started home earlier than they.
- 5 Don't you think Henry looks older than I?
Don't you think Henry looks older than me?
- 6 How did you finish so much sooner than him?
How did you finish so much sooner than he?
- 7 She knows how to knit better than I.
She knows how to knit better than me.
- 8 You must start to school earlier than us.
You must start to school earlier than we.

Correct Use of *Like* and *As*

The word *like* is not a conjunction. It should never be used as one.

INCORRECT

It looked like it might rain.
He walks like his father walks.

CORRECT

It looked *as if* it might rain.
He walks *as* his father walks.

The word *like* may be used correctly as a preposition.

It looked *like rain*.

He walks *like his father*.

19

Supply the correct words, *like*, *as if*, or *as*, in the following sentences. Read the sentences aloud.

- 1 She looks — her mother.
- 2 She looks — her mother used to look.
- 3 She acts — she intends to speak to us.
- 4 Those clouds look — it may rain.
- 5 Those clouds look — rain.
- 6 The child's voice sounds — his father's voice.
- 7 The child's voice sounds — his father's voice used to sound.
- 8 It looks — you are ready to go.
- 9 It seems — he is always getting into trouble.
- 10 It sounds — there is something happening in the next room.
- 11 That drum sounds — thunder.
- 12 When he gets excited, he flushes just — his grandfather used to.
- 13 It certainly looks — it might rain before evening.
- 14 Father thinks the sky looks — it might snow.

20

One sentence in each of the following pairs is right and one is wrong. Select the correct sentence in each pair.

- 1 John talks like he knows all about it.
John talks as if he knows all about it.
- 2 It looks as if it might snow before morning.
It looks like it might snow before morning.
- 3 She acts just like her baby brother.
She acts just like her baby brother acts.
- 4 It seems like there is always something the matter with him.
It seems as if there is always something the matter with him.
- 5 The sky looks like rain.
The sky looks like it would rain.
- 6 The boy behaved like a coward.
The boy behaved like he was afraid.
- 7 The children in the blue coats act as if they know how to use skis.
The children in the blue coats act like they know how to use skis.
- 8 I wonder why he walks as if he had a stiff knee.
I wonder why he walks like he had a stiff knee.
- 9 The crowd seems like a friendly one.
The crowd seems like it is friendly.
- 10 Some people talk like they couldn't open their mouths.
Some people talk as if they couldn't open their mouths.

Correct Use of *Without*

The word *without* is not a conjunction. It should never be used as one.

INCORRECT

I won't come without he does.

You can't succeed without you try.

CORRECT

I won't come *unless* he does.

You can't succeed *if* you don't try.

The word *without* may be used correctly as a preposition.

I won't come *without him*.

You can't succeed *without trying*.

21

Five of the following sentences are correct and five are wrong.

Copy the ones that have mistakes, correcting the mistakes. There may be more than one way of correcting them. You need write only one correct way.

- 1 John would not lend it without she promised to return it.
- 2 You ought not go without telling your mother.
- 3 You ought not go unless you tell your mother.
- 4 Grammar is hard without you understand it.
- 5 Don't do it without you want to.
- 6 Some people never do anything without boasting.
- 7 The clock won't run without it sits level.
- 8 The clock won't run if it doesn't sit level.
- 9 He tried to run the car without having had enough practice.
- 10 You must not drive the car without your father says you may.

Noun Clauses

A clause may be used as a noun. A *noun clause* may be used as the subject of the sentence, as the subject complement, or as an object.

- 1 *That he is lazy* is a fact.

The noun clause *that he is lazy* is the subject of the sentence.

A noun may be substituted for the clause without changing the meaning: His *laziness* is a fact.

- 2 The reason is *that he is afraid*.

The reason is *he is afraid*.

The noun clauses *that he is afraid* and *he is afraid* are used as subject complements.

A noun may be substituted for the clause: The reason is his *fear*.

- 3 He admitted *that he had heard it*.

He told *how he had heard it*.

The noun clause *that he had heard it* is the object of the verb *admitted*. The clause tells what he admitted.

How is the noun clause *how he had heard it* used?

Noun clauses are often used as objects after such verbs as *say, tell, show, ask, request, wonder, think*, and the like.

- 1 The newspaper says *that the game is postponed*.

- 2 He showed *how he performed the trick*.

- 3 Mary asked *whether the contest was open to girls*.

- 4 I wonder *why he did that*.

- 5 Do you think *he knows his business*?

- 6 They doubted *if his story was true*.

- 7 The author told *how he happened to write the book*.

- 8 He requested *that we come early*.

A noun clause may be used as the object of a preposition.

- 1 The traveler spoke of *where he had traveled*.

The noun clause *where he had traveled* is the object of the preposition *of*.

A noun may be substituted for the clause: The traveler spoke of his *travels*.

- 2 James told about *how he won the contest*.

How is the noun clause *how he won the contest* used?

22

Select the noun clauses, and tell whether they are used as subjects, objects, or subject complements.

- 1 The instructor asked whether we had our books.
- 2 We all hope that you can come.
- 3 The boys told why they went.
- 4 The reason is that it costs too much.
- 5 Jimmy explained how he built the raft.
- 6 That he will succeed is certain.
- 7 I wonder if the box is large enough.
- 8 The little girl explained how she had found the money.
- 9 He did not say why he was late.
- 10 He asked if he might borrow our rake.
- 11 Do you know when he is coming?
- 12 He said he could not come today.

23

Supply noun clauses to complete these sentences.

- 1 He asked —
- 2 Perhaps the reason is —

- 3 — is true.
- 4 The sailor explained —
- 5 Did your brother tell you —
- 6 Do you know —
- 7 Bob's brother showed us —
- 8 The reason for his absence was —
- 9 Please ask him —
- 10 Did he say —

Correct Use of *Where* and *When* in Clauses

Clauses introduced by *where* and *when* should not be used as noun clauses after linking verbs.

If you need to review linking verbs, see pages 81-87.

INCORRECT

A peninsula is where a piece of land juts into the water.

A compromise is where people settle their differences.

To bluff is when anyone pretends to know more than he really does.

CORRECT

A peninsula is a piece of land jutting into the water.

A compromise is the settlement of differences among people.

To bluff is to pretend to know more than one really does.

24

These sentences are incorrect. Write them in correct form.

- 1 Punning is when you use words that sound alike but have different meanings.
- 2 To be intemperate is when you take too much of anything.

- 3 To learn by rote is when you learn something by heart.
- 4 A junction is where two railroads meet.
- 5 To deflate is when you reduce the size of something by removing the air.
- 6 An island is where a body of land is surrounded by water.
- 7 Aggravating is not when you irritate someone, to aggravate is when you make something worse.
- 8 A ferry is where people are carried across a piece of water in a boat.
- 9 An eruption of a volcano is when lava bursts out.
- 10 Indigence is when anyone is poor.

FACTS TO REMEMBER

1 A dependent clause that modifies a noun or pronoun is an *adjective clause*.

This is the house *that he bought*.

He is one *who can be trusted*.

2 The words *who*, *that*, and *which* are called *relative pronouns*. They are pronouns which join clauses to nouns or pronouns.

3 The noun or pronoun to which a relative pronoun joins a clause is the *antecedent* of the pronoun.

The *girl* in green *who* is next to John is his sister.

The *house* on the hill *that* burned down was quite new.

That book is the *one which* I want.

4 A **relative adverb** is an adverb which joins a dependent clause to some word in the sentence.

The *field where* the boys play is across the river.

This is the *week when* the fair is held.

He *answered when* I spoke to him.

5 An adjective clause that is needed to tell which person or thing is meant is called a **restrictive clause** because it restricts the meaning to one particular person or thing.

There goes the man *who discovered the gold mine*.

6 An adjective clause that is not needed to tell which person or thing is meant is a **non-restrictive clause**. Non-restrictive clauses are set off from the rest of the sentence by commas.

Chicago, *which is on Lake Michigan*, has a beautiful beach.

They moved to Texas, *where they still live*.

7 An **adverbial clause** is a clause that is used like an adverb.

8 An adverbial clause is joined to some word in the sentence by a **subordinate conjunction** or by a **relative adverb**.

He will go *if* he can.

Unless you go, I must stay at home.

When he comes, send for us.

9 A **noun clause** is a clause that is used like a noun.

The fact is *that he is tired*.

The fact is *he is tired*.

He asked *how he could reach the village*.

REVIEW AND TEST

I

Select the dependent clauses in the following sentences, and tell whether they are adjective or adverbial. Tell whether relative pronouns, relative adverbs, or subordinate conjunctions join the clauses to some word in the sentence.

- 1 The Zillerthal is the name of a narrow valley which lies between high mountains.
- 2 It is in the Tirol, which is a province in the mountains of Austria.
- 3 When spring comes, flowers blossom everywhere.
- 4 If you walk in the valley, you step on forgetmenots and wild pansies.
- 5 The mountain brooks make music while you walk.
- 6 Although you are a stranger, people speak to you.
- 7 The people who live in the Zillerthal are kind and friendly.
- 8 The sides of the mountains are covered with fir trees, which are tall and dark.
- 9 Birds like the little valley, for wild strawberries grow there.
- 10 When they fly through the valley, the birds sing happily.

II

One sentence in each of the following pairs is right and one is wrong. Select the correct sentence in each pair.

- 1 There stands the boy who brought the message.
There stands the boy which brought the message.
- 2 Nobody knows as much about it as her.
Nobody knows as much about it as she.

- 3 Don't keep it long unless you ask her permission.
Don't keep it long without you ask her permission.
- 4 Her two brothers have traveled more than her.
Her two brothers have traveled more than she.
- 5 It looks like it would storm before long.
It looks as if it would storm before long.
- 6 Mary talks just like her mother.
Mary talks just like her mother does.
- 7 An earthquake is a disturbance of the earth's surface.
An earthquake is when the earth's surface is disturbed.
- 8 Nobody has tried harder than me.
Nobody has tried harder than I.
- 9 A delta is a deposit of soil at the mouth of a river.
A delta is where a river deposits soil at its mouth.
- 10 Sam works like he enjoys it.
Sam works as if he enjoys it.

NOTE. If you need more practice with dependent clauses, study the Practice Exercises on pages 181-187.

PRACTICE EXERCISES

Adjective Clauses

Exercise 1

Copy the adjective clauses. Before each clause write in parenthesis the noun or pronoun which it modifies. Remember that a clause does not always stand next to the word it modifies.

- 1 Reynard, who was very clever, and Bruin, who was always rather slow of thought, went into partnership one spring.
- 2 They rented a field from Mr. William Goat, which they planted.
- 3 Bruin, who was very conscientious, labored hard with a big plow that he borrowed from his landlord.
- 4 Reynard, who did not enjoy work, walked lightly behind the heavy plow which poor old Bruin was pulling.
- 5 Reynard sowed the seeds which he took from the farmer's barn.
- 6 Reynard was to have everything that grew above ground, and Bruin was to have everything that grew below ground.
- 7 Bruin was satisfied with the bargain, which seemed fair.
- 8 In the autumn Bruin labored at harvesting the grain which they had planted.
- 9 Reynard's share was the wheat, which grew above ground.
- 10 The share which Bruin got for his labor was the worthless roots.

Exercise 2

Select the adjective clauses in these sentences. Tell what word each clause modifies.

- 1 The second year of their partnership, the crafty Reynard promised Bruin everything that grew above the ground.
- 2 Reynard, who seemed very sympathetic toward Bruin, would have only the roots that grew under the ground.
- 3 Bruin plowed the field with a new plow that he bought.
- 4 The thought of the fine harvest which he would receive made him glad.
- 5 Sly Reynard, whom Bruin trusted unquestioningly, suggested sowing the turnip seeds which Farmer Brown had stored in his barn.
- 6 The suggestion which the wily fox made to Bruin seemed good.
- 7 Bruin liked turnips, which are a favorite food of bears.
- 8 At the harvest which came in the autumn, poor Bruin received the turnip tops.
- 9 Clever Reynard, who had used his head, received the turnips.
- 10 The next year Bruin, who had learned his lesson at last, refused the partnership which Reynard offered.

Exercise 3

Write five sentences containing adjective clauses. Draw a line under each clause and show by an arrow what word it modifies

*Relative Pronouns and Antecedents***Exercise 4**

Copy the adjective clauses in the following sentences. Draw a line under the relative pronoun in each clause. Before each clause write in parenthesis the antecedent of the relative pronoun.

- 1 Once there was a king who liked to hear stories.
- 2 His subjects at court, who used to tell him stories, ran out of stories.
- 3 He liked stories that were very long.
- 4 The king had never found anyone who could tell him a story that was long enough.
- 5 The poor storytellers dreaded the scoldings which the king gave.
- 6 Sometimes he threatened to behead the storyteller who told a short story.
- 7 All the people who served in his court had tried to please him.
- 8 Some had told stories that lasted three months; some had told stories that lasted six months; and a few courtiers had told stories that lasted a whole year.

Exercise 5

What are the relative pronouns in the following sentences? What are the clauses which they join to their antecedents?

- 1 Still the king complained about the storytellers, who always told stories that came to an end.
- 2 At last he sent out a proclamation which was read by all his subjects.
- 3 He would give the princess to anyone who could tell a story which would never end.

- 4 He who was successful should become the king's heir.
- 5 He who failed would be thrown into prison.
- 6 Many suitors came to court to win the princess, who was very beautiful.
- 7 At the end of their stories they were thrown into prison, where they stayed in darkness.
- 8 There came a time when suitors were few.

Exercise 6

Copy the following sentences. Underline the adjective clauses. Draw an arrow from the relative pronoun to its antecedent.

- 1 One day a man appeared who had a story.
- 2 The king talked with the stranger, who had come from a far province.
- 3 Have you heard the penalty for failure, which is imprisonment in a dungeon?
- 4 Yes, and I have heard the reward for success, which is the hand of the beautiful princess.
- 5 I have a story about locusts, O King, which I shall tell you.
- 6 The monarch, who had not heard a story for a long time, listened eagerly.

Adverbial Clauses

Exercise 7

Copy the adverbial clauses in one list and the adjective clauses in another list. In each clause draw a line under the word that joins the clause to some word in the sentence.

There should be seven adverbial clauses and three adjective clauses in your list.

- 1 When the king was seated, the storyteller began.
- 2 O King, there was once a king who wanted to be very rich.
- 3 Because he wished to be rich, he seized all the grain in his kingdom.
- 4 He stored it where nobody could find it.
- 5 Year after year he stored it, until his granaries were filled.
- 6 If his subjects wanted to buy grain, the king refused.
- 7 Although his wealth was enormous, he was miserly.
- 8 One year a swarm of locusts came which discovered the hidden grain.
- 9 After they had searched for a long time, the locusts found a hole that was in the top of the granary.

Exercise 8

Copy the dependent clauses. Underline the joining word in each clause.

You should have eight adverbial clauses and one adjective clause.

- 1 The hole, which was very tiny, allowed only one locust at a time.
- 2 When the first locust came out, he brought a grain of wheat.
- 3 The second locust entered the hole after the first came out.
- 4 When the second locust came out, he brought a grain of wheat.
- 5 Another locust went in and carried out a grain of wheat; another locust went in and carried out a grain of wheat.
- 6 Thus the storyteller continued until nearly a year had passed.

- 7 He continued while the sun shone bright.
- 8 His voice droned while the stars twinkled.
- 9 Although the king fell asleep, the storyteller continued.
- 10 If the king urged him to stop, the storyteller refused.

Exercise 9

These sentences contain seven adverbial clauses and two adjective clauses. What are they?

- 1 I will give you a present if you will stop.
- 2 The storyteller's voice continued as if he had not heard the king.
- 3 Another locust went in and carried out a grain of wheat; another locust went in and —
- 4 How many locusts are there that must carry off a grain of wheat?
- 5 There are thousands, O King, that must go into the hole.
- 6 The poor king listened while another month passed.
- 7 His head ached, for the storyteller's voice never stopped.
- 8 Another locust went in and carried off another grain of wheat; another locust went in and —
- 9 As he could stand it no longer, the king yielded.
- 10 After the storyteller married the princess, they all lived happily.
- 11 He ruled the kingdom when the king died.

Exercise 10

Write three sentences containing adverbial clauses and three containing adjective clauses. Draw a line under each clause.

Noun Clauses

Exercise 11

Four of the following sentences are incorrect. Write them in correct form, changing them in any way you choose.

- 1 A tornado is when there is a violent storm.
- 2 Did he say when he will arrive?
- 3 He showed where the Indian village had stood.
- 4 A sphinx is where a lion has a woman's head.
- 5 Erosion is when the earth is worn away by winds and water.
- 6 A demon is where there is an evil spirit.

Exercise 12

Select the noun clauses, and tell whether they are used as subjects, objects, or subject complements.

- 1 I know why he did not come today.
- 2 The reason is that he missed the bus.
- 3 Everybody wonders whether our team will win.
- 4 That he was here is evident.
- 5 The explanation of the accident is that we were careless.
- 6 He said that the car could be repaired.
- 7 Mary's mother told how she makes ginger cookies.
- 8 I wonder if that man is Mr. Beanblossom.
- 9 That it will rain is certain.
- 10 The truth is we have lost our books.

CHAPTER 11

REVIEW OF SENTENCE STRUCTURE AND THE PARTS OF SPEECH

You have now completed the study of the parts of speech and of sentence structure; that is, of how words are put together to make sentences. In Part Two you will make a special study of different kinds of pronouns; of the different kinds and forms of verbs and their uses; and of certain matters of speech that require special care for correct usage.

If you wish to test yourself to see how well you understand sentences and the parts of speech, take some or all of the following exercises. You may find that you need to refresh your memory about the more difficult parts of sentences.

1

In each of the following sentences select the base of the predicate, the simple subject, the complete subject, and the complete predicate.

If you have difficulty with the sentences in this exercise, review pages 11-20.

- 1 A lieutenant in the United States navy explored the Dead Sea.
- 2 The water in that sea is quite yellow.
- 3 A dense mist hangs above the sea in the early morning.
- 4 The mist is steam from the intense heat.

- 5 Chill winds moan through the gorges at night.
- 6 Do you know the effect of the cold winds?
- 7 The waves break on the shore.
- 8 The dead trees on the shore are coated with salt from the muddy spray.

2

Tell what part of speech every word in these sentences is.
If you need to review the parts of speech, study pages 24-50.

- 1 The autumn came, but the weather was warm and clear.
- 2 Sometimes a light silvery mist or haze hung over the landscape.
- 3 My brother and I worked hard in the fields.
- 4 Our father, who tended the chickens and the horse, walked about the place with a heavy cane in his hand.
- 5 Oh, it was a happy season!
- 6 We remembered the hardships of the winter.
- 7 Courage and determination conquered them, and now we rejoiced.
- 8 The Indians who once threatened us were now our friends.

3

Select the base of the predicate in each sentence. Tell whether it contains a subject complement, an object, or only a verb. Tell whether the subject complements are predicate nouns, predicate pronouns, or predicate adjectives.

How many of the sentences contain indirect objects?

If you have difficulty with subject complements, objects, or indirect objects, review pages 71-87.

- 1 In his eyes she noticed a twinkle of laughter.
- 2 Are those books on the table yours, Mary?

- 3 The wind is growing quite cold and damp.
- 4 They sent us some photographs of a glacier.
- 5 The child in the thin brown coat looks hungry.
- 6 Between them stood a group of noisy children.
- 7 During his vacation he will make his mother a new cupboard.
- 8 Fats and oils are a necessary part of our food.
- 9 Across the newly painted floors he jumped and ran into the quiet study.
- 10 Within its cage the panther stalked moodily back and forth.
- 11 Peanuts are a valuable crop in several different countries.
- 12 He has already given her some money for the circus.

4

In the sentences of the preceding exercise, select the prepositional phrases. Tell what word each phrase modifies, and whether it is an adjective or an adverbial phrase.

Select the preposition in each phrase and the object of the proposition.

For a review of prepositional phrases, study pages 42-45 and 103-106.

5

Tell what kind of sentence each of the following is: declarative, interrogative, imperative, or exclamatory.

If you need to review the kinds of sentences, study pages 95-99.

- 1 Put that down at once, Bobby.
- 2 What are you doing with it?
- 3 You know your father told you to let it alone.
- 4 Look at that!

- 5 Go get the broom now and sweep up the pieces.
- 6 You must pay for it yourself, young man!
- 7 You'll be sorry when your mother comes home and sees what you have done.

6

Write two declarative, two imperative, two interrogative, and two exclamatory sentences.

7

Select the dependent and independent clauses in the following sentences. Tell whether the sentences are simple, compound, or complex.

A review of pages 127-147 will be helpful if you find these sentences difficult.

- 1 The round-up is perhaps the hardest work of the cowboy.
- 2 The animals which are suited for beef must be separated from the rest.
- 3 This is usually done in the autumn, as the cattle are in the best condition then.
- 4 At the round-up that is held in the spring the cattle are branded.
- 5 When the cowboys round up the animals, many are found miles from the ranches of their owners.
- 6 This is a busy time for the cowboys, and great preparations are made for it.
- 7 Wagons are furnished with camping outfits and sent to the place.
- 8 After the cowboys have been awakened at an early hour in the morning, they feed their ponies.
- 9 Their own breakfast consists of bacon, beans, and coffee.

- 10 The cowboys divide into small groups; then they ride in all directions over the plains.
- 11 The dust rises in clouds after the cowboys begin to drive the cattle nearer together.
- 12 The work of cutting out the calves for branding does not begin until all the herds are massed together.

8

Write four sentences containing adjective clauses. Draw a line under each clause and two lines under the noun or pronoun it modifies.

Write four sentences containing adverbial clauses. Draw a dotted line under each clause and two dotted lines under the word it modifies.

If you need to review adjective and adverbial clauses, study pages 152-168.

9

Tell what part of speech every word in the following sentences is. Tell how the words in italics are used: as subject, subject complement, object, indirect object, noun in apposition, noun of direct address, or object of a preposition.

- 1 The *lecturer*, the tall *man* in the black *coat*, is a *native* of Australia.
- 2 Give *me* my *scissors*, *Jane*, and my *thread*.
- 3 Was *that you who* were making a loud *noise*?
- 4 There goes the *boy* now *whom* we met at the ball field.
- 5 He failed in his *examinations* because *he* did not study.
- 6 He will come with *us* if his *mother* lets him.
- 7 The apples and nuts are ready for the *picnic*, but the sandwiches are not made.
- 8 Oh, the *sky* is getting black!

PART TWO

CHAPTER 12

PRONOUNS

Although pronouns are among the shortest words in the English language, they have so many different forms and uses that it is important to understand them. Many persons whose speech is otherwise good make mistakes with pronouns. Are you ever uncertain whether to say *who* or *whom*, *we* boys and girls or *us* boys and girls, John and I or John and *me*? You can be sure of using the right forms when you understand pronouns.

Personal Pronouns

Certain pronouns show by their form which person is meant: the person who is speaking, the person spoken to, or the person spoken about. Such pronouns are called *personal pronouns*.

The person who is speaking is said to be the *first person*. Pronouns of the first person are: I, my, mine, me, we, our, ours, us.

The person who is spoken to is the *second person*. Pronouns of the second person are: you, your, yours.

The person or thing spoken about is the *third person*. Pronouns of the third person are: he, she, it, his, her, hers, its, him, they, their, theirs, them.

Number

Some pronouns, as well as nouns, show by their form whether one person or thing or more than one is meant. The *singular* form shows that only one is meant: me, him, boy. The *plural* form shows that more than one is meant: us, them, boys.

The pronoun *you* may be either singular or plural.

Nouns and pronouns are said to be singular or plural in *number*.

1

Select the personal pronouns in the following sentences and tell the person and number of each.

- 1 He told us the story.
- 2 We were surprised at it.
- 3 Have you heard it?
- 4 His sister and her husband were with him.
- 5 They were driving their new car.
- 6 He was in the front seat with his sister.
- 7 A guard came toward them with a flag in his hand.
- 8 He said it was not safe to drive farther, as a flood had washed the bridge away.
- 9 It had not even rained where they had been, ten miles away!
- 10 Did you ever have an experience like it?

2

Copy the following sentences, adding the pronouns.

- 1 — were going to visit a
cousin. (Third person, plural)
- 2 — lives in Wyoming. (Third person, singular)
- 3 — intended to go also. (First person, plural)

- 4 Tom had sent — an invitation. (First person, plural)
5 — had packed lunch for the trip. (First person, singular)
6 Have — ever packed lunch for six hungry persons? (Second person, singular)
7 Mrs. Fish lent us — basket. (Third person, singular)
8 — had no cover. (Third person, singular)
9 Tom brought — home. (Third person, singular)
10 Are — listening to me? (Second person, plural)

Gender

Some nouns and pronouns show the sex of persons or animals. In grammar, the term *gender* is used. There are three genders.

Masculine gender denotes the masculine sex: king, boy, cock, he.

Feminine gender denotes the feminine sex: queen, girl, hen, she.

Neuter gender is used for inanimate objects and for lower forms of animate life: table, stone, tree, lizard, it.

If a word may represent either masculine or feminine gender, it is said to be of *common gender*: someone, who, you, they, we, people, leader, teacher.

Sometimes inanimate objects are spoken of as having gender. A sailor speaks of his ship as feminine, a family may christen a car Lizzie or Aggie, and a child thinks of his toy horse as masculine.

Can you think of two or three other inanimate objects which are spoken of as if they had gender?

3

Tell the gender of each of the italicized words in these sentences.

- 1 The *author* of this *book* must have lived in the *country*.
- 2 *We* had a *letter* from *your* best *friend*.
- 3 *He* and *she* are planning a *trip* to visit *their* *grand-mother*.
- 4 *Her* *father* and *her* *sister* saw the *President* of the United States.
- 5 Has *anyone* seen *Mary* lately?
- 6 *Who* lost *it*?
- 7 *Grandfather* brought *it* from *Virginia* with *him*.
- 8 Are *you* going?
- 9 *They* are going with their *father*.
- 10 *Tom* and *Jim* have built a boat to sail on the pond.

Agreement of Pronouns with Antecedents

The word to which a pronoun refers is the *antecedent* of the pronoun. If you wish to review antecedents, see page 154.

Since a pronoun represents the same person or thing as its antecedent does, it must be of the same person, number, and gender as its antecedent. That is, a pronoun *agrees with* its antecedent in person, number, and gender.

- 1 The *radiator* is losing *its* paint.

The pronoun *its* is in the third person, singular number, neuter gender, to agree with the antecedent *radiator*.

- 2 The *children* in the back row *who* have finished may go.

The pronoun *who* is in the third person, plural number, common gender, to agree with its antecedent *children*.

A pronoun does not always have an antecedent within the sentence. The antecedent may be in a preceding sentence.

Henry stayed with us for a week. *His* sisters had the measles.

The pronoun *his* agrees with its antecedent *Henry* in person, number, and gender. What are the person, number, and gender of *his*?

Sometimes a pronoun has no antecedent but refers directly to some person or thing.

Has *anyone* seen *my* hat?

We are planning to go with *you*.

The pronoun *it* is often used without an antecedent in speaking of the weather, the time, or distance. It would be very hard to say just what the word *it* refers to in the following sentences, although the meaning is perfectly clear.

It is cold, and *it* looks like rain.

It is six o'clock.

How far is *it* to Alaska?

4

Tell the antecedent, if there is one in the sentence, and the person, number, and gender of the italicized pronouns.

- 1 John's aunt brought *him* some pecans from *her* plantation.
- 2 *We* think *our* team will win.
- 3 The girls *who* planned the dinner and cooked *it* are excused from dishwashing.
- 4 John and Jerry said *they* would come with *you*.
- 5 *Anyone who* wishes to go may ride in the truck.
- 6 *Each* brought *her* money to the meeting of the club.

- 7 I was annoyed by *his* delay.
- 8 If *it* doesn't rain, the boys can use *their* cameras.
- 9 The two girls and *their* brother built *him* a wooden shack.

Indefinite Pronouns: Number

People who do not understand that a pronoun should always agree with its antecedent in number make frequent mistakes in speaking and writing.

INCORRECT: Has anyone brought their book with them?

CORRECT: Has anyone brought *his* book with *him*?

The pronoun *anyone* is singular. Therefore the singular pronouns *his* and *him* should be used to refer to *anyone*.

Why are the pronouns *their* and *them* not correctly used with *anyone*?

INCORRECT: Each brought their work with them to the cooking club.

CORRECT: Each brought *her* work with *her* to the cooking club.

The pronoun *each* is singular. In this sentence it means each girl or each one. Why should the pronoun *her* be used to refer to *each*, and not *their* and *them*?

INCORRECT: Everybody who loses their ticket must buy a new one.

CORRECT: Everybody who loses *his* ticket must buy a new one.

Is *everybody* singular or plural? Should the pronoun *their* be used to refer to *everybody*?

It would be correct to say, "All persons who lose their tickets must buy new ones." Why is *their* correct in this sentence?

Certain pronouns are called *indefinite pronouns* because they do not point out any particular person or thing: *any, anyone, everyone, each, some, someone, other, either, one, no one, none*, and similar words.

Of course the words *any, each, some, other, either*, and *one* may be adjectives instead of pronouns. What part of speech they are depends upon how they are used.

Adjectives

Does *each* child have *one* toy?
Either box will do.

Pronouns

Does *each* have *one*?
Either of the boxes will do.

Although the indefinite pronouns may denote either masculine or feminine gender, it is customary to use a masculine pronoun with them unless the gender is known to be feminine. If you wish to be extremely precise (and a little stilted), you may say:

Has anyone brought his or her book with him or her?
Everybody who loses his or her ticket must buy a new one.

5

Read these sentences aloud, supplying correct pronouns to fill the blanks. Be able to give the reason for your choice.

- 1 Nobody had remembered to bring — money.
- 2 Somebody has left — pen on the desk.
- 3 Each must give — excuse to the teacher.
- 4 If someone will lend me — pen, I will take good care of it.
- 5 If nobody forgets to bring — library book with — to class, the class may have a reading period.
- 6 Each of the girls had — raincoat with —.
- 7 Either of the girls will lend you — umbrella.

- 8 Neither of them understood how to work — lessons.
- 9 Everybody ought to know the number of — automobile license.
- 10 Someone who has finished may put — problems on the board.

6

Select the correct sentence in each of the following pairs of sentences. Be able to prove that your selection is correct.

- 1 If anybody forgets to bring their books with them, they must go home for them.
If anybody forgets to bring his books with him, he must go home for them.
- 2 A person who does not attend to his own business can't very well attend to somebody else's.
A person who does not attend to their own business can't very well attend to somebody else's.
- 3 Each was sure that they were not mistaken.
Each was sure that she was not mistaken.
- 4 Anyone who wishes to buy their ticket now may do so.
Anyone who wishes to buy his ticket now may do so.
- 5 Everybody in the class must hand in his problems before he leaves.
Everybody in the class must hand in their problems before they leave.
- 6 Anyone who doesn't have their bathing suit may rent one.
Anyone who doesn't have his bathing suit may rent one.

-
- 7 Each one had his money for his circus ticket.
Each one had their money for their circus ticket.
- 8 One of the girls will lend their suit to Mary.
One of the girls will lend her suit to Mary.
- 9 Everyone must be in his place when the gong sounds.
Everyone must be in their place when the gong sounds.
- 10 Anybody who has forgotten their number must wait till the last.
Anybody who has forgotten his number must wait till the last.
- 11 Why don't you ask someone to lend their book?
Why don't you ask someone to lend his book?
- 12 Both of them have their rubber caps, but neither has his suit.
Both of them have their rubber caps, but neither has their suit.
- 13 If a person works hard enough, they can usually succeed.
If a person works hard enough, he can usually succeed.
- 14 When a person doesn't know his way in a large city, he should ask a policeman.
When a person doesn't know their way in a large city, they should ask a policeman.
- 15 When somebody offers you a seat in a bus, you ought to thank them.
When somebody offers you a seat in a bus, you ought to thank him.

Indefinite Pronouns: Person

In writing stories and explanations, people sometimes forget to make the pronouns agree in person. A change from third person to second person, for instance, makes an explanation sound as if two people were involved instead of one.

INCORRECT: When one pays attention, you learn better.

CORRECT: When one pays attention, he learns better.

When one pays attention, one learns better.

When you pay attention, you learn better.

7

Six of the following sentences are wrong, and six are right. Write the corrected forms of the six incorrect sentences.

- ✓1 If anyone practices this, you can do it more quickly.
- 2 One ought not to complain unless he has good reason.
- 3 If you work slowly, you will make fewer errors.
- ✓4 When you make candy, one should use a thermometer.
- ✓5 If anybody really wants an education, you can usually get it.
- ✓6 In order to succeed, one ought to put forth your best effort every day.
- 7 One should think the best of his neighbors until he is convinced otherwise.
- 8 You can't do your best work when you are tired.
- 9 Nobody can do his best work when he is tired.
- 10 When one is always making excuses, you get a bad reputation.
- ✓11 When one first begins to swim, you think it is hard.
- 12 When one really understands a thing, one can explain it to others.

Antecedents That Are Not Clear

In speaking and writing, you need to be especially careful with pronouns, not only to make them agree in person, number, and gender, but to make the antecedent of each pronoun clear. The meaning of a statement may be doubtful because it is not clear to what word a pronoun refers. Either of two words might be the antecedent in some badly constructed sentences.

The following sentence, for example, might possibly have six different meanings. Can you think of four other meanings besides the two that are given?

John told Tom's son that he must help him.

John told Tom's son that John must help Tom.

John told Tom's son that Tom must help John.

8

In the following sentences select the pronouns whose antecedents are not clear. Tell how each sentence might be changed to make the meaning clear. For example:

Not clear: I asked Jack and his brother, but *he* said *he* couldn't come.

Clear: I asked Jack and his brother, but Jack said his brother couldn't come.

I asked Jack and his brother, but his brother said he couldn't come.

- 1 Henry told his father that he had been elected.
- 2 We walked along the path beside the river and it was quite muddy.
- 3 Ann asked her mother if she had been invited.
- 4 Tom took Rover to the party and he caused some excitement.

- 5 If the chickens do not thrive on cold grains, warm them.
- 6 The captain was talking to Robert about the game and he said he thought we would win.
- 7 The cake had been scorched and so had the pudding but it tasted all right.
- 8 When Margaret explained to her mother about the accident, she was quite disturbed.
- 9 Whenever you send us boxes of eggs, be sure to write your name on them.
- 10 I took the puppy away from Billy and put him in the yard.

Demonstrative Pronouns

The pronouns *this* and *that* are called *demonstrative pronouns* because they point out definitely which person or thing is meant. The plural forms are *these* and *those*.

This is mine and *that* is my brother's.

The farmer will sell *these*, but *those* he intends to keep for himself.

Timothy says you may have *that*, but *these* do not belong to him.

Of course the words *this* and *that*, *these* and *those*, are often adjectives and not pronouns. What part of speech they are, depends upon how they are used. Why are they adjectives in the following sentences?

This canoe is mine and *that* canoe is my brother's.

The farmer will sell *these* sheep, but *those* sheep he intends to keep for himself.

Would you be willing to exchange *that* tennis racket for *these* two boxes of paints?

Interrogative Pronouns

A pronoun that is used to ask a question is called an *interrogative pronoun*. The words *who*, *whose*, *whom*, *what*, and *which* may be interrogative pronouns.

Who is ready to start?

What are you doing?

Which is your pencil?

An *interrogative adverb* is often used in a question.

Where did he lose the pocketbook?

When will you come?

How did it happen?

9

Select the interrogative pronouns in the following sentences, and tell how each is used.

If you have difficulty in deciding whether an interrogative pronoun is the subject of the sentence, the object, the predicate pronoun, or the object of a preposition, change the sentence into a statement. For example:

Whom were you talking about?

You were talking about *whom*?

You were talking about *him*.

Do any of the sentences contain interrogative adverbs?

- 1 Who brought the violets to school?
- 2 What did he say about the picnic tomorrow?
- 3 When does the Museum of Natural History open?
- 4 Which will you keep for yourself?
- 5 What was that piercing noise?
- 6 Where does he live now?
- 7 Whom did you invite to the party?
- 8 To whom did you bring this tennis racket, George?

10

Tell whether the italicized pronouns in the following sentences are interrogative pronouns or relative pronouns.

Tell the antecedent of each relative pronoun, and what clause it joins to the antecedent.

If you need to review relative pronouns, see pages 154-157.

- 1 That is the dog *which* rescued the little boy from the river.
- 2 Larry Brown, *who* lives on a farm, has invited us to visit him.
- 3 *Who* is that sitting over there in the big chair by the window?
- 4 *What* on earth are you complaining about now, Jeremiah?
- 5 Oh, Barbara, there goes the same man *whom* I saw yesterday.
- 6 *Whom* do you know in Denver?
- 7 *Whose* are these?
- 8 Greenfield, *which* is the name of the village where my grandfather lives, is also the name of our farm.
- 9 Marian James, *whom* I knew at camp, is coming to visit us.
- 10 Little girl, *which* is the road that leads to Williamsburg?
- 11 *Who* is willing to go to the village to get the newspaper?
- 12 The girl *who* goes for the newspaper will be excused from dishwashing today.
- 13 *Which* are you going to buy?

Nominative and Objective Cases

Some pronouns have different forms — *case forms*, they are called — when they are used as subject and as object in sentences.

The pronouns *I, we, she, he, they, and who* are used as the subject of a sentence and as the subject complement after a linking verb. These forms of the pronouns are said to be in the *nominative case*.

She was here. *Who* was here? It was *I*.

The pronouns *me, us, her, him, them, and whom* are used as the object of a verb, the indirect object, and the object of a preposition. They are in the *objective case*.

We saw *her* yesterday. I told *him* the story.

Whom did you give the book to?

Notice that in this sentence the parts of the prepositional phrase are separated. Rearranged, the sentence is: *To whom* did you give the book?

These are the case forms of the pronouns.

Nominative: I we you he she it they who

Objective: me us you him her it them whom

The personal pronouns *you* and *it*, as well as the indefinite and demonstrative pronouns, do not change form in the nominative and objective cases. Nouns also keep the same form for nominative and objective cases.

You must tell *no one*. *No one* must tell *you*.

The *boys* saw him. He saw the *boys*.

NOTE. Another name for nominative case is *subjective case*.

In foreign languages the objective case is usually known as the *accusative case*.

A pronoun in the nominative case after a linking verb is sometimes called a *predicate nominative*.

Some careful speakers maintain that it is just as correct to say "It is me" as it is to say "It is I." Most careful speakers, however, prefer to use the nominative case after a linking verb, although they recognize the fact that fashions in language change as do fashions in clothes.

11

Tell the case of each of the italicized words. Give the reason.

- 1 *I* saw *him* and John yesterday.
- 2 *We* stood behind *them* at the game.
- 3 *It* was not *I*.
- 4 Give *me* the paper, please.
- 5 The woman in the red cloak is *she*.
- 6 Tell *her* about *it*.
- 7 *I* am sure that *it* was *he*.
- 8 Have *you* met *them* yet?
- 9 *Whom* did *you* see?
- 10 Of *whom* is *she* speaking?
- 11 *Whom* did *you* speak to?
- 12 *Whom* did you bring the flowers for?

12

Read the following sentences aloud, filling the blanks with the correct pronouns. Be able to tell how each pronoun that you supply is used, and what its case is.

- 1 — did you invite? (who, whom)
- 2 — invited you? (who, whom)
- 3 It was —. (I, me)
- 4 — do you know in Chicago? (who, whom)
- 5 It must have been —. (them, they)
- 6 No, it was not — or —. (she, her; I, me)

- 7 — did you send the letter to? (whom, who)
8 I saw Sam and — in the lunchroom. (she, her)
9 — was he waving at? (whom, who)
10 The prize winners are James and —. (she, her)
11 It could not have been — or —. (her, she; me, I)
12 — will you send it to? (who, whom)
13 — will give this book to John or —? (who, whom; she, her)
14 I am almost sure it was —. (them, they)

13

Read the sentences aloud, supplying the correct pronoun forms.

If you are in doubt which form to use in a compound expression, try omitting one of the words. For example:

He sat next to John and —. (I, me) He sat next to *me*.

If you do not know which form to use with an appositive, try omitting the appositive. For example:

Some of — girls are invited. (we, us) Some of *us* are invited.

- 1 Last week we saw Max and — both. (they, them)
2 I have already invited Jane and —. (him, he)
3 It has already been arranged between — and —. (he, him; I, me)
4 An explorer gave the boys and — some relics. (me, I)
5 Tell — and — about your adventure. (she, her; I, me)
6 Father gave Tom and — a dollar. (I, me)
7 — were you talking to when I came in? (who, whom)

- 8 It was not — who lost your books. (us, we)
- 9 You promised Henry and — that you would do it. (I, me)
- 10 Who told you it was —? (we, us)
- 11 He has already given one to — boys. (we, us)
- 12 — girls are all going to the fair. (we, us)
- 13 None of — boys is on the committee. (us, we)
- 14 How do you know it wasn't —? (them, they)

14

Read these sentences aloud, supplying the correct form, *who* or *whom*.

- 1 — is that on the corner with Anne?
- 2 — did you address the letter to?
- 3 That is a picture of the house and its owner, about — there is an interesting story.
- 4 Did he tell — he voted for?
- 5 Do you know — is going?
- 6 Of — were you talking just now?
- 7 Can you guess — will be the next class president?
- 8 — does he blame for the loss?
- 9 — did he say is coming tomorrow?
- 10 She is the girl — he made a painting of.
- 11 — chased — around the wall of Troy?
- 12 — are you looking at?
- 13 That was the president of the bank — Mr. Meyer introduced.
- 14 It makes no difference to me — you ask.

15

Before your next lesson, use the word *whom* correctly three times in conversation. Report to the class the sentences you used.

Pronouns in Elliptical Clauses

A clause which is only partly expressed in a sentence is called an *elliptical clause*. Such clauses are common after the conjunctions *than* and *as*. You can be sure of using the correct pronoun in such a sentence if you recall the lesson on dependent clauses on page 169.

Henry is stronger than *she* (is strong).

The fall injured Mary as much as (it injured) *him*.

Similarly, in answering a question, you must consider what form of pronoun would be used if the complete sentence were stated.

<i>Question</i>	<i>Answer</i>
Who is going with them?	I (am going with them).
Whom did he give it to?	(He gave it to) Me.
Who brought this?	We (brought it).
Whom did Mary sit beside?	(Mary sat beside) Us.

16

Supply the correct pronouns for the following sentences. Read the sentences aloud.

- 1 They have a larger canoe than —, but we can go faster than —. (us, we; them, they)
- 2 Although she can swim better than —, he can dive better than —. (he, him; she, her)
- 3 John is not so old as —, but he has been in school longer than —. (me, I)
- 4 Who are going with her? — and —. (him, he; me, I)
- 5 I like him better than —, although he is less clever than —. (she, her)
- 6 To whom was this given? —. (we, us)

- 7 Father did not blame my brother so much as —. (I, me)
- 8 Who is it? —. (us, we)
- 9 Who wants this one? —. (I, me)
- 10 Who are the guilty ones? — and —. (she, her; I, me)
- 11 All of — girls helped with the cooking. (we, us)
- 12 — boys built the fire for the steaks. (we, us)
- 13 Sit between Jack and —. (I, me)
- 14 Please give it to — boys. (we, us)

17

During a whole day keep a list of the pronouns you hear used incorrectly. Make a note of the sentences in which they were used. See if you can have at least three sentences in your list.

Possessive Case

In addition to the nominative and objective cases, pronouns have a third case, the *possessive case*.

Nouns keep the same form whether they are used as subjects or as objects, but they change their form in the possessive case. The possessive case usually shows ownership or possession, but it may show other connections.

These things are *ours*. Possession.

This is the *children's* dog. Possession.

Whittier's poems.

The possessive case here does not mean that Whittier owns the poems. It shows that he was the author of them.

A *week's* delay.

Here the possessive case means that the delay lasted a week.

- A *dollar's* worth. Here the possessive case means worth a dollar.
- The shop sells *boys'* shoes. Here the possessive case means shoes for boys.
- The *prisoner's* escape. The possessive case here means the escape of the prisoner.

Possessive Case of Nouns

An apostrophe is always used with a noun in the possessive case.

A noun forms the possessive singular by adding 's.

girl girl's mouse mouse's Frances Frances's

The possessive plural of nouns is formed in two different ways. If the plural ends in s, an apostrophe is placed after the s.

girls girls' horses horses' ladies ladies'

If the plural of a noun does not end in s, the possessive plural is formed exactly like the possessive singular, by adding 's.

men men's mice mice's deer deer's

18

Write the singular possessive and the plural possessive for each of the following nouns. After each possessive, write the name of a thing possessed. For example, baby's toys, babies' toys.

fairy	pony	deer	friend	girl
child	man	sheep	minute	poet
fox	woman	policeman	cent	fly

The possessive case of the name of a firm or a company is formed by adding 's to only the last word of the title, as Brown and Smith's store.

How would these firm names be written in the possessive case?

Moore and Mitchell
Ford and Ford

Brown, Smith, and Allen
F. Allen and Son

Possessive Case of Pronouns

The personal pronouns and the pronoun *who* do not use an apostrophe in the possessive case.

Possessive Singular

my, mine
your, yours
his; her, hers; its
whose

Possessive Plural

our, ours
your, yours
their, theirs
whose

The word *it's* is a contraction meaning *it is* or *it has*.
The word *who's* means *who is* or *who has*.

Contraction

It's gone.
Who's going with us?
Who's finished the test?

Possessive

The dog has lost *its* muzzle.
Whose key is this?
Whose is that?

19

Copy these sentences, filling the blanks with the proper forms, *its* or *it's*.

- 1 Every ship carries — flag.
- 2 I think — too early to go; — only six o'clock.
- 3 What has the kitten done with — ball?
- 4 — true that the camp has lost — mascot.
- 5 The pony has broken — bridle.

- 6 — going to rain, for the little figure on the barometer is changing — color.
- 7 Yes, — Tommy's new boat, and — so new he hasn't decided what — name will be.

20

Copy these sentences, filling the blanks with the proper form, *whose* or *who's*.

- 1 — going with us?
- 2 Do you know — book this is?
- 3 If you don't know — coming, how can you find out?
- 4 — is this?
- 5 That is the boy — father was an explorer.
- 6 Tell us — party it is and — invited.
- 7 Anyone — problems are correct may be excused from the test.
- 8 Anyone — late will not be admitted to the concert.

21

Tell the person, number, gender, and case of each of the italicized pronouns.

- 1 *My* arithmetic problems are finished.
- 2 *I* am going with John and *his* brother.
- 3 These books belong to *him* and *me*.
- 4 *Their* sister is much taller than *they*.
- 5 *Her* brother and *his* wife are coming to visit them.
- 6 *Whose* books are those on the table, Henry?
- 7 *Your* things are here with *my* bag.
- 8 *I* couldn't discover *whose* fault it was.

Possessive Case with Verbal Nouns

A *verbal noun* is a noun formed from a verb. *Skating* and *playing* in the following sentences are verbal nouns.

The *skating* was excellent.

His *playing* is better than it was.

One needs to be especially careful to use the possessive case with verbal nouns. The objective case is incorrect. Just as the possessive case is used with an ordinary noun, — for example, *Fred's skill*, — so it is used with a verbal noun — *Fred's swimming*, *his swimming*.

INCORRECT

Nobody knew about him
going.

Who ever heard of Mary
being on time?

Who told you of me for-
getting my ticket?

CORRECT

Nobody knew about *his*
going.

Who ever heard of *Mary's*
being on time?

Who told you of *my* for-
getting my ticket?

22

Read the sentences aloud, filling the blanks with the correct forms. Be able to give a reason for your choice.

- 1 Nobody had told me of — being ill. (John, John's)
- 2 I do not like to complain of — being late. (them, their)
- 3 She did it without — knowing it. (my, me)
- 4 He entered the room without — hearing him. (us, our)
- 5 Who would have thought of — coming now? (your, you)
- 6 There is no chance of — seeing us. (them, their)

- 7 He complained about — playing on his lawn.
(us, our)
- 8 I have already explained about — forgetting the
note. (Tom, Tom's)
- 9 I don't like to think about — being so late. (it,
it's, its)
- 10 Had you told anybody about — planning to enter
the contest? (me, my)

23

Write five sentences, each containing a verbal noun ending in *ing* which is used after a noun or pronoun in the possessive case.

Compound Personal Pronouns

Such pronouns as *myself* and *themselves* are called *compound personal pronouns* because they are made by adding *self* or *selves* to the personal pronouns.

Compound personal pronouns are often misused. They have two correct uses.

One use is as *reflexive* pronouns. When the subject and the object in a sentence represent the same person, a reflexive pronoun is used for the object. The pronoun *reflects* back to the subject.

I hurt *myself*.

Mary hid *herself* in the cupboard.

One never really hears *oneself* talk as he hears other people.

A reflexive pronoun may also be used after a preposition.

John looked at *himself* in the mirror.

They live by *themselves* in an old house.

Another correct use of compound personal pronouns is to emphasize, or intensify, the meaning of another pronoun or a noun. A compound pronoun used for emphasis is sometimes called an *intensive pronoun*.

I did it *myself*.

They admitted it *themselves*.

I *myself* saw it.

The child made it *himself*.

Most careful speakers consider that it is not good form to use a compound pronoun for subject, or object of a verb, or object of a preposition, as in the following sentences.

INCORRECT

Mary and myself are going.

Sit between Jane and myself.

He invited Ann and ourselves.

CORRECT

Mary and *I* are going.

Sit between Jane and *me*.

He invited Ann and *us*.

There is no such form as *hissself*. The correct form is *himself*.

24

Read the following sentences aloud, filling the blanks with the correct forms of pronouns.

- 1 I hope — and your friends will have time to visit my mother and —. (yourself, you; myself, me)
- 2 Jane and — were invited to spend a week in the mountains. (I, me, myself)
- 3 This money is for Frank and —. (yourself, you)
- 4 The composer — conducted the orchestra. (he, himself)
- 5 She insisted that the old witch — had given the key. (she, herself)
- 6 We expect to meet — and your brother at six o'clock. (you, yourself)

- 7 My cousin and —— have just come from a preview of a picture. (myself, me, I)
- 8 I think he whispered something about Dick and ——.
(myself, me, I)
- 9 My friend and —— were not at all surprised. (myself, me, I)
- 10 Come over here between Dick and ——.
(myself, me, I)

25

Each of the following pairs of sentences contains a right sentence and a wrong one. Select the correct sentence in each pair.

- 1 My brother and I visited our cousins in New Orleans.
My brother and myself visited our cousins in New Orleans.
- 2 I don't know what to think of them trying to conceal it.
I don't know what to think of their trying to conceal it.
- 3 Who were you nodding at just now?
Whom were you nodding at just now?
- 4 The conductor complained about a passenger ringing the bell.
The conductor complained about a passenger's ringing the bell.
- 5 Did he make any comments about my brother or me?
Did he make any comments about my brother or myself?
- 6 He sent some Indian arrows to Jerry and me.
He sent some Indian arrows to Jerry and myself.

- 7 We certainly hope to see your mother and yourself again next year.
We certainly hope to see your mother and you again next year.
- 8 He must have been mistaken about it being Mary's fault.
He must have been mistaken about its being Mary's fault.
- 9 We boys enjoyed our trip to the museum.
Us boys enjoyed our trip to the museum.
- 10 Its being so rainy prevented us going.
Its being so rainy prevented our going.
- 11 The pilot explained all about the steering to John and me.
The pilot explained all about the steering to John and myself.
- 12 Who would have thought of him being the winner a second time?
Who would have thought of his being the winner a second time?
- 13 The owner of the exhibition asked Jane and me to sell tickets.
The owner of the exhibition asked Jane and myself to sell tickets.
- 14 Its being so rainy prevented us from going.
It being so rainy prevented us from going.
- 15 The grocer gave we girls and boys some old boxes to use.
The grocer gave us girls and boys some old boxes to use.

FACTS TO REMEMBER

1 Certain pronouns show by their form which person is meant: the person who is speaking (*first person*, I, mine, we); the person spoken to (*second person*, you, your); or the person or thing spoken about (*third person*, he, she, it, his, them). Such pronouns are called *personal pronouns*.

2 Nouns and pronouns are singular or plural in *number*: boy, me, him; boys, us, them.

3 Nouns and pronouns are of three *genders*.

Masculine gender denotes the masculine sex: king, boy, cock, he.

Feminine gender denotes the feminine sex: queen, girl, hen, she.

Neuter gender is used for inanimate objects and for lower forms of animate life: chair, truth, storm, ant, tomato, it.

If a word may represent either masculine or feminine gender, it is said to be of *common gender*: we, you, they, someone, people, teacher.

4 The word to which a pronoun refers is its *antecedent*.

A pronoun agrees with its antecedent in person, number, and gender.

The box has lost *its* lid.

The pronoun *its* is in third person, singular number, neuter gender, to agree with its antecedent *box*.

I, *who* am in a hurry, will start now.

The pronoun *who* is in first person, singular number, common gender, to agree with its antecedent *I*.

A pronoun does not always have an antecedent.

Does *anyone* have *my* book?

It is raining.

5 Certain pronouns are called *indefinite pronouns* because they do not point out any particular person or thing: *any, anyone, everyone, each, some, someone, other, either, one, none, no one*, and similar words.

6 The pronouns *this* and *that* are called *demonstrative pronouns* because they point out definitely which person or thing is meant. The plural forms are *these* and *those*.

I shall buy *this*, but I do not like *those*.

7 A pronoun that is used to ask a question is called an *interrogative pronoun*.

Whose is this?

What is it?

Which is yours?

Who is it?

8 Some pronouns have different *case forms* when they are used as subject and as object.

The forms used as subject or as subject complement after a linking verb are in the *nominative case*.

We are late. *Who* is coming? It was *I*.

The forms used as the object of a verb, the indirect object, and the object of a preposition are in the *objective case*.

They saw *us*. She gave *him* a book.

To *whom* did you speak?

All nouns and some pronouns keep the same form for nominative and objective cases.

I heard *no one*. *No one* heard me.

The *boy* told his *sister*. His *sister* told the *boy*.

9 The *possessive case* usually shows ownership or possession, but it may show other kinds of connection.

The books are *ours*.

That is *my* pen and this is *Fred's* pen.

After half an *hour's* wait, he bought a pair of *boys'* skates.

10 Such pronouns as *myself* and *themselves* are called *compound personal pronouns* because they are made by adding *self* or *selves* to the personal pronouns.

Compound personal pronouns are used when the subject and the object of a verb, or the subject and the object of a preposition, represent the same person.

I cut *myself*. Ann is talking to *herself*.

Compound personal pronouns are used also to emphasize the meaning of another pronoun or a noun.

They *themselves* said so. John saw it *himself*.

REVIEW AND TEST

I

Tell the person, number, gender, and case of each of the italicized pronouns.

If a pronoun is in the nominative or objective case, tell how it is used in the sentence: as subject, subject complement, object, indirect object, or object of a preposition.

Everyone should bring *his* pen to class.

The pronoun *his* is in the third person, singular number, masculine gender, to agree with its antecedent *everyone*.

It is in the possessive case and modifies the noun *pen*.

- 1 The boys *who* are in the back row may stand.
- 2 The person *who* succeeds must do *his* best work.
- 3 Are *you* coming with *us*?
- 4 Of course it was *she*.
- 5 Larry told *her* the story of his trouble.
- 6 She is much taller than *I*.
- 7 I know *it*!
- 8 *Whom* did Anne speak to?
- 9 You will hurt *yourself*.
- 10 Everyone has brought *his* book.

II

Each of the following pairs of sentences contains a right sentence and a wrong one. Select the correct one in each pair. Be able to give a reason for your selection.

- 1 Nobody is making you do it, are they?
Nobody is making you do it, is he?
- 2 Henry and I are hoping to be excused.
Henry and myself are hoping to be excused.
- 3 Hasn't anyone finished his work yet?
Hasn't anyone finished their work yet?

-
- 4 When one hasn't had enough sleep, you get cross.
When one hasn't had enough sleep, one gets cross.
- 5 I asked Mary and her sister, but she said she couldn't come.
I asked Mary and her sister, but her sister said she couldn't come.
- 6 Anybody in his senses would know better than that.
Anybody in their senses would know better than that.
- 7 They live halfway between Tom and I.
They live halfway between Tom and me.
- 8 Us boys will be responsible for the games.
We boys will be responsible for the games.
- 9 Who is Henry talking to?
Whom is Henry talking to?
- 10 The horse has broken its harness.
The horse has broken it's harness.
- 11 His little brother works harder than he.
His little brother works harder than him.
- 12 Who told about me being late?
Who told about my being late?
- 13 All this land is ours.
All this land is ours'.
- 14 Isn't anyone going to have their lunch now?
Isn't anyone going to have his lunch now?
- 15 He showed us fellows just how to do it.
He showed we fellows just how to do it.
- 16 James made a motion picture of Mary and myself.
James made a motion picture of Mary and me.

- 17 The teacher objected to them coming.
The teacher objected to their coming.
- 18 Whom did you visit in Wyoming?
Who did you visit in Wyoming?
- 19 The children's party was a great success.
The childrens' party was a great success.
- 20 Uncle Fred sent one apiece to my cousin and I.
Uncle Fred sent one apiece to my cousin and me.

PRACTICE EXERCISES

Personal Pronouns

Exercise 1

Select the personal pronouns in the following sentences, and tell the person and number of each.

- 1 I am going with them.
- 2 Did you mean to include us?
- 3 His sister and my cousins are friends.
- 4 They will let you know soon.
- 5 It is still a mystery to her.
- 6 Our house is not far from theirs.

Agreement of Pronouns with Antecedents

Exercise 2

Tell the antecedent, if there is one in the sentence, and the person, number, and gender of each of the italicized pronouns.

- 1 *Neither* had remembered to bring *his* homework.
- 2 *We* shall send *them* a new sled for *their* Christmas gift.
- 3 The man in the silk hat *who* is coming on the stage now can take rabbits out of *his* hat.

- 4 Jerry then read *his* story, explaining where he had found it.
- 5 Ask *her* to show *you* the fan *that* she made.
- 6 Everybody must provide *his* own lunch.
- 7 Has anyone forgotten *his* notebook?

Exercise 3

Each of these sentences contains one pronoun that is incorrectly used. Read the sentences aloud, *correcting the mistakes*. Be able to explain the corrections.

- 1 Anyone ought to know better, oughtn't they?
- 2 Someone left their coat in the car.
- 3 Each one ought to do their best to help the team win.
- 4 Everybody who doesn't come must bring their excuse.
- 5 If anybody does not have one, they can get it now.
- 6 Nobody should have their head turned by flattery.
- 7 One of the girls will give their seat to the old gentleman.
- 8 No one ought to stay up too late over their homework.
- 9 Everyone who forgets to bring their ticket will have to go home to get it.
- 10 No one ought to boast about how well they can do anything.

Exercise 4

Write sentences in which the following pronouns are antecedents for other pronouns. For example:

Nobody should betray *his* friend.

someone anyone everyone no one neither

Antecedents That Are Not Clear

Exercise 5

Each of the following sentences contains a pronoun whose antecedent is not clear. Change the sentences so that the meaning is clear. For example:

INCORRECT: Jack and his brother said he would do the job.

CORRECT: Jack and his brother said Jack would do the job.

- 1 When we invited Tony and his cousin, he didn't think he could come.
- 2 As he lifted the candy from the plate, he dropped it.
- 3 Jim and his brother came, but he couldn't stay long.
- 4 The new tent and flagpole were in the yard, and it was very large.
- 5 One of my brothers is a musician and one is a lawyer and it is very interesting work.
- 6 He took the knife from the case and put it in his pocket.

Nominative and Objective Cases

Exercise 6

Tell whether the italicized words are in the nominative or objective case, and why. For example:

Whom did you send the letter to?

The pronoun *whom* is in the objective case because it is the object of the preposition *to* in the phrase *to whom*.

- 1 *Joan* and *he* are cousins.
- 2 The editor wrote *us* a long *letter*.
- 3 He borrowed *it* from *Henry* and *me*.
- 4 *Whom* did you get it from?
- 5 The ghost at the masquerade party was *I*.

- 6 Her twin sister looks older than *she*.
7 *Who* is there?
8 *Whom* did your class elect?

Exercise 7

Read the following sentences aloud, filling the blanks with the correct pronoun forms. Be able to give reasons for your selections.

- 1 Yes, it was — and —. (him, he; her, she)
2 — reads best in the class? (who, whom)
3 He spoke to Alexander and — about it. (I, me)
4 The librarian offered Jim and — a new book.
(me, I)
5 I am certain it was —. (them, they)
6 It couldn't have been —, for I wasn't there. (I, me)
7 — did you wave at just now? (whom, who)
8 How do you know it was —? (him, he)
9 — members of the club are going to have a party.
(we, us)
10 She can't play the piano as well as —. (him, he)

Possessive Case of Nouns

Exercise 8

Write the possessive singular of these nouns in sentences.

lady	child	dog	girl	sheep
Thomas	mouse	baby	Alice	Mary

Exercise 9

Write the possessive plural of these nouns in sentences.

boy	dog	girl	author	singer
man	child	deer	woman	sheep

Exercise 10

Copy these phrases, placing the apostrophes where they belong.

Tommys book	ten cents worth
the babies heads	Brown and Thompsons store
an hours delay	Janes arm
the cats paw	the dogs tails
the childrens father	a dimes worth
the boys club	the womens club

Possessive Case of Pronouns**Exercise 11**

Copy the sentences, filling the blanks with the correct forms.

- 1 Nobody knows — turn is next. (who's, whose)
- 2 The dog has chewed — leash to pieces. (its, it's)
- 3 Which of these is —? (ours', ours)
- 4 No, — not —; — mine. (it's, its; her's, hers; it's, its)
- 5 — is that drawing on the wall? (who's, whose)
- 6 The baby is crying for — mother. (its, it's)
- 7 Give the cat — supper; — hungry. (it's, its)
- 8 Our toboggan is old, but — is new. (theirs, theirs')

Possessive Case with Verbal Nouns**Exercise 12**

Five of the following sentences are wrong, and five are right. Copy those that have mistakes, correcting the mistakes.

- 1 When did you hear about his winning?
- 2 There is no good reason for Mary going.

- 3 Tell us about them discovering the burglar.
- 4 Will you report their coming late?
- 5 How did you learn about us being elected?
- 6 What did she think about our planning a picnic?
- 7 Was she surprised at the baby's crawling?
- 8 The accident was due to me forgetting.
- 9 He had great praise for John's singing.
- 10 What do you think about him coming too?

Compound Personal Pronouns

Exercise 13

Five of these sentences are wrong, and five are right. Copy the five that contain mistakes, correcting the mistakes.

- 1 The guilty boys admitted it themselves.
- 2 Aunt Mary invited John and myself to go with her.
- 3 He is always looking at himself in the hall mirror.
- 4 Thomas and myself may join you later.
- 5 Be careful that you don't burn yourself.
- 6 The artist himself was present at the exhibition.
- 7 She sent Mary and ourselves a box of fruit from Florida.
- 8 Nobody offered any candy to Tom and myself.
- 9 We ourselves were witnesses of the accident.
- 10 Please send ourselves some provisions for camp.

CHAPTER 13

VERBS

The verb has been called the backbone of the sentence. Indeed, the term is a good one, for the subject and the subject complement, the direct object and the indirect object, as well as several other parts of the sentence, are all built upon the verb and supported by it. Take away the verb, and the sentence collapses. It becomes merely a collection of little bunches of words. The bunches of words express fragments of thought, but not a complete thought, and the meaning of the whole is lost.

Do you know what this group of words means?

Until recently the Turkomans also many Persian women

Does it mean that until recently the Turkomans, also many Persian women, feasted? Or that they fasted? Or danced, mourned, worshiped, emigrated, toiled, idled, assembled, rebelled, or what? Or does it mean that until recently the Turkomans married also many Persian women? Or employed them, discharged them, robbed them, taught them, helped them, imitated them, beheaded them, or what?

Supply the verb, and the statement is plain.

Until recently the Turkomans stole also many Persian women.

Notice also that not only is the meaning plain when the verb is supplied, but that you can easily infer an additional fact, namely, that the Turkomans were slave dealers.

Every sentence must contain a verb. In some sentences there is no other word except the verb. *Stop! Look! Listen!* are three sentences, each containing only one word.

Because verbs are so important a part of language, an understanding of how to use them correctly is especially needful.

Agreement in Number

A verb should agree with its subject in number. A singular subject requires a singular verb; a plural subject requires a plural verb.

If you need to review the agreement of verbs with singular and plural subjects, see pages 117-119.

The forms *does* and *doesn't* are singular; *do* and *don't* are plural.

The pronoun *you* always requires a plural verb.

Examine these sentences carefully.

- 1 *Anyone who doesn't* know shouldn't give advice.
- 2 *Does each* of the boys understand his duties?
- 3 *Do the boys* understand their duties?
- 4 *You don't* care, *do you*, Tom?
- 5 *Were you* there, Fred?
- 6 *Tom and his father are* celebrating the holiday.
- 7 *Tom together with his brother and father is* celebrating the holiday.
- 8 There is the *girl who is* always late.

Which is correct, "one of the girls who *are*" or "one of the girls who *is*"?

It all depends upon whether the pronoun *who* refers to *girls* or *one*. If the antecedent is *girls*, the pronoun *who* is plural and requires a plural verb. If the antecedent is *one*, the word *who* is singular and requires a singular verb.

Only by carefully considering the meaning of the sentence can you know whether to use a singular or a plural verb in such expressions.

- 1 She is one of the *girls who are* making costumes.
- 2 She is the only *one* of the girls *who is* making costumes.
- 3 Poe is one of those *authors that make* your hair stand on end with excitement.
- 4 Sam is the *one* of all those applicants *that has* the best chance of winning the position.

Sentence 1 means that the girls are making costumes and she is one of the girls. Sentence 2 means that she is the one who is making costumes while the other girls are doing something else.

Sentence 3 means that a number of authors can make your hair stand on end with excitement, and Poe is one of the number. Sentence 4 means that of all those applicants, Sam is the one who has the best chance.

What do sentences 5 and 6 mean?

- 5 Miss Ames is one of those *persons that* always *think* they know everything.
- 6 Spinach is one of those *vegetables that* are supposed to be good for you.

1

Read the following sentences aloud, supplying the correct verb forms. Be able to give a reason for your choice.

- 1 Everybody in the United States — an opportunity for an education. (have, has)
- 2 He is one of those persons who — know their own minds. (don't, doesn't)
- 3 The sum of two apples and two apples — four apples. (is, are)

- 4 It was one of those meetings that — to last forever.
(seems, seem)
- 5 The most amusing thing at the circus — the clowns.
(are, is)
- 6 One of the boys — know how to swim. (doesn't, don't)
- 7 Jack is the only one of the members who — come regularly. (doesn't, don't)
- 8 Ruth is one of the girls who — learning to make their own dresses. (are, is)
- 9 — you there, John? (was, were)
- 10 Some one of the boys — responsible for this. (are, is)
- 11 This is one of the plants that — require sun. (doesn't, don't)
- 12 The prettiest thing in the garden — the snapdragons. (is, are)
- 13 Tim is the only one of the children that — lose his temper. (don't, doesn't)
- 14 I didn't know you — going, Jane. (was, were)

Agreement with Collective Nouns

The committee *does not meet* today.

The committee *do not agree*.

Before you read the explanatory paragraph below, can you think of any reason why both the sentences above are correct?

A few nouns which are plural in idea are singular in number. A committee, for example, has many members, but although the membership is plural, the committee acts as one body. Since it represents only one group, the noun *committee* is singular. We say, "The committee does not meet."

Such nouns, which name a group, are known as *collective nouns*: army, flock, herd, choir. A collective noun usually requires a singular verb.

If the group is not thought of as a unit, however, but as individual members, a plural verb is required. We say, "The members of the committee do not agree with each other."

Notice that when a collective noun is the antecedent of a pronoun, the pronoun is singular or plural according to whether the collective noun is thought of as singular or plural.

The committee *is* *handing* in *its* report today.

The committee *are* *handing* in *their* differing reports.

2

Supply a correct form, singular or plural, of the verb *is*.

- 1 The class — dismissed.
- 2 The army — stationed near us on the coast.
- 3 The flock of sheep — lost in a blizzard.
- 4 The group — been debating among themselves as to whether they should go.
- 5 The group — meeting in the reception room.
- 6 A bevy of quails — seen in the meadow.
- 7 The jury — arguing with each other as to whether they should postpone the verdict.
- 8 The jury — dismissed by the judge.
- 9 The committee — composed of seven members.
- 10 The choir — rehearsing an hour every day.
- 11 The girls' sewing club — holding a meeting now.
- 12 The Boy Scout troop — preparing an exhibition.

Plural Nouns with Singular Meaning

Some words are plural in form but singular in idea; for example, the United States. Such words require a singular verb.

Nine tenths of his money *was* spent.

Nine tenths of his money *is* one part of his money.

Ten dollars *is* a large sum.

Ten dollars *is* one sum of money.

3

Copy the following sentences, supplying the correct verb forms.

- 1 Fifty dollars — too much to pay for boats that are in such bad condition. (are, is)
- 2 Forty dollars — sufficient. (is, are)
- 3 Two thirds of the new office building on Main Street — vacant. (are, is)
- 4 The United States — a comparatively young nation. (is, are)
- 5 Ten cents — a new map. (buy, buys)
- 6 Ten bright pennies — jingling in his pocket. (were, was)
- 7 Three fourths of the paint — been spilled. (has, have)
- 8 *A Christmas Carol and Other Stories* by Charles Dickens — a good book to give for Christmas. (are, is)
- 9 Two round new silver dollars — in his pocket. (was, were)
- 10 Two dollars — like a lot to pay for a circus ticket. (seems, seem)

Agreement in Person

A verb should agree with its subject in person.

- 1 It is I who *am* mistaken.

The subject of the clause is *who*. The antecedent of *who* is *I*. Therefore *who* is in the first person, singular number, and requires a verb in the first person, singular.

- 2 It is you who *are* mistaken.

The subject of the clause is *who*. The antecedent of *who* is *you*. Therefore *who* is in the second person.

You (and *who* when it has *you* for an antecedent) always requires a plural verb.

- 3 It *is* they.

The verb *is* is in the third person, singular, to agree with its subject *it*.

4

Tell the person and number of each of the italicized verbs.

- 1 Two men *were arguing* as to whether it *was* correct to say of a hen "*She is sitting*" or "*She is setting*."
- 2 They *asked* Farmer Giles.
- 3 "That *does not interest* me at all," he *said*.
- 4 "There *is* just one thing that *interests* me when I *hear* a hen cackle.
- 5 I *want* to know whether she *is lying* or laying."
- 6 Two men who *were sitting* by the stove in the village store *were engaging* in a little exaggeration.
- 7 "Now I once *had* a nephew," *said* one.
- 8 "He *was* as fast a creature as you ever *saw*."
- 9 Why, he used to have people shoot at him and he *would outrun* the bullet for miles."
- 10 "Well, you *will not think* that is so fast when you *hear* about my cousin.

- 11 That man *could* blow out the light and then be undressed by the time the room *got* dark."

5

Read the sentences aloud, supplying a correct form of the verb *is* to fill the blanks. Tell the person and number of each verb you supply.

- 1 Jerry and Alan, who — coming next week, live in Mexico.
- 2 Why should John Anderson invite me, who — not in his class?
- 3 I think it is you who — invited instead of Herbert Smith.
- 4 Do you think it is I who — responsible for the mistake?
- 5 Although he has several pictures which — for sale, only one of them — framed.
- 6 He bought two wooded lots which — on the lake front.
- 7 Will you who — sitting in the rear please come forward?
- 8 Everybody in the city who — intending to vote must register.
- 9 The person who — sitting next to the window will please lower it.
- 10 They expect Major Firecracker and his wife, who — their neighbors in the city.
- 11 We are waiting for Tom Smith and his cousin, who — arriving on the next bus.
- 12 Was it you who — in charge of the arrangements for the party?
- 13 It is I who — to blame.

Transitive Action

If a verb has an object, the verb is said to be *transitive*. The word "transitive" comes from two Latin words which mean going across. In the following sentence the arrow suggests the action going across from the puppy to the slipper.

The puppy *chewed* the slipper.

A *transitive action*, such as chewing, is an action which requires something or somebody else besides the actor for the performance of the act. The puppy can't chew unless he chews *something*.

If the puppy wishes to bark or run or jump, nothing else is necessary; but he can't *chase* unless he chases something or somebody, he can't *catch* unless he catches something or somebody, nor can he *bring* unless he brings something. Chasing and catching and bringing are transitive actions because they require something else besides the actor (the puppy, in this case) for the performance of the act.

If the action is asserted about the slipper instead of the puppy, the verb is still transitive. The action still passes across from the puppy to the slipper, though the word "slipper" is now the subject instead of the object.

The slipper *was chewed* by the puppy.

A verb is transitive whenever the subject names the person or thing acted upon or affected by the act.

It is not necessary to know who performed the act in order for the verb to be transitive. In the following

sentences, x represents an unknown actor. Somebody painted the house, although you may not know who it was. So, also, somebody tied the knot, somebody broke the cup, and somebody will return the money.

The house *was painted*. (by x)

A knot *was tied* in the cord. (by x)

A new cup *has been broken*. (by x)

Your money *will be returned* soon. (by x)

6

In each of the following sentences select the verb, and tell whether it is transitive because it has an object or because the subject names the person or thing affected by the act.

- 1 I saw the long road before me.
- 2 The road approached the entrance of the valley.
- 3 All the trees had been cut.
- 4 The shrubs and bushes had been burned.
- 5 I noticed the triple arch at the entrance.
- 6 Suddenly the moon filled the open spaces with light.
- 7 I was watching the arch carefully.
- 8 A great log had been laid over it.
- 9 The log had been felled by the Doone robbers.
- 10 They might drop the log down upon me.
- 11 I grasped my ashen staff firmly.
- 12 I held it before me.

Notice that the transitive action which a verb expresses is not always a physical action. It may be a mental action, such as *imagining* a ghost, *deciding* a problem, or *learning* a lesson.

7

In each of the following sentences tell whether the verb is transitive because it has an object or because the subject names the person or thing affected by the act.

- 1 We were amused by the sketch.
- 2 After some time he remembered his promise.
- 3 Even the detective was puzzled by the mystery.
- 4 The children had been frightened by a ghost story.
- 5 Have you forgotten the answer?
- 6 He did not understand the problem, but he said nothing.
- 7 The watchman kept the matter in his mind.
- 8 Jack's mother was pleased by his thoughtfulness.
- 9 He ignored our question.
- 10 Don't you know the reason?

8

Five of the verbs in the following sentences are transitive because they have objects, and five are transitive because the subjects name the persons or things affected by the acts. Write one list of the verbs that have objects, and another list of the transitive verbs that do not have objects.

- 1 The wind blew the sails to ribbons.
- 2 The topsail was ripped by a sudden gust.
- 3 The old sailmaker was mending a sail in the corner.
- 4 The great masts were bent by the force of the gale.
- 5 One had been broken near the top.

- 6 The captain shouted his orders to the men.
- 7 The cargo was being carried below deck.
- 8 Johansen lifted a great chest of spice.
- 9 A heavy rope had been tied about it.
- 10 He lowered the chest down the ladder.

Intransitive Action

Some verbs do not require an object to complete their meaning. To perform the actions they represent, only the actor is needed.

She *was walking* rapidly.

Her sister *goes* to school alone.

He *jumped* up quickly.

The dogs *had barked* loudly.

Such action is said to be *intransitive*. The prefix *in* means *not*. Action which is not transitive is *intransitive*.

A few verbs may be used either as transitive or as intransitive verbs.

- 1 The man *whistled* in surprise.

The verb *whistled* is intransitive.

He *whistled* an old tune.

The verb *whistled* has an object, *tune*, and is therefore a transitive verb.

- 2 They *were playing* in the yard.

The verb *were playing* is intransitive.

They *were playing* tag.

The verb *were playing* has an object, *tag*, and is therefore transitive.

- 3 The picnickers *are eating* now.

The verb *are eating* is intransitive.

They *are eating* some cookies.

The verb *are eating* is transitive. Why?

9

Select the verbs in these sentences, and tell whether they are transitive or intransitive. If a verb is transitive, tell whether its subject names the actor or the thing affected by the act.

- 1 During the morning the ship drifted.
- 2 The sea showed unmistakable signs of whales.
- 3 Tall spouts of water rose here and there.
- 4 Two boats were sent in pursuit.
- 5 An interval passed.
- 6 Then we saw a great heap of foaming white water.
- 7 The two boats were being dragged toward the ship.
- 8 A whale was dragging them.
- 9 The monster came close to the ship.
- 10 Suddenly he disappeared.
- 11 He was diving under the keel of the ship.
- 12 The boats were hurled against the waves.
- 13 The men in the boats clung with all their might.
- 14 The whale now altered his course.
- 15 The great whale was captured after a struggle.

10

Tell whether the verbs are transitive or intransitive. Tell whether the subject of each transitive verb names the actor or the person or thing affected by the act.

- 1 The Basque people live in the Pyrenees Mountains in France and Spain.
- 2 In the uplands the men herd flocks of sheep.
- 3 Woolen thread is spun and cloth is woven by the women.
- 4 The Basques work very hard.
- 5 On the coast the men sail boats or catch fish for the markets.

- 6 Many of the women are employed by Spanish families.
- 7 In many places the old Basque costumes have disappeared.
- 8 The costumes were very quaint.
- 9 The men wore baggy trousers, short jackets, and jaunty caps.
- 10 Both the men and the women like bright colors.

11

Write three sentences containing intransitive verbs.

Write three sentences containing transitive verbs with objects.

Write two sentences containing transitive verbs whose action affects the persons or things named by the subjects.

Transitive Verbs That Do Not Express Action

Not all transitive verbs express action. In the four sentences below, none of the verbs expresses action, yet each requires an object to complete its meaning. What word is the object in each sentence?

I *have* a book now.

This soup *lacks* salt.

He *owes* me an ice-cream soda.

Do you *need* any help?

A *transitive verb* is a verb which expresses transitive action, possession, obligation, lack, or need.

All verbs which are not transitive are *intransitive*. All forms of the verb *is* are intransitive, as are other linking verbs.

He *has been* ill but *will be* better soon.

The cake *seems* stale.

The room *is getting* dark.

12

Select the transitive verbs in these sentences, and tell what each expresses: transitive action, possession, obligation, lack, or need. Tell what the object of each verb is, if there is one.

- 1 My father does not own any cattle, but my uncle has a large herd.
- 2 If you should need anything, tell the Scout Master.
- 3 The boy lacks courage, perhaps because he needs encouragement.
- 4 The storekeeper complained to Mr. Jones because Tom owed him some money.
- 5 Have your debts for the class party been paid?
- 6 He has no pigeons now, although he has had many in former years.
- 7 The class owes him a vote of thanks.
- 8 Although he looked everywhere for his bat, he did not find it.

13

Make a list of the transitive verbs in the following sentences, and another list of the intransitive verbs. There should be eight verbs in each list.

- 1 The old farmers wore homespun coats and breeches.
- 2 Their brisk little wives had white starched caps and full skirts.
- 3 The fattest turkeys had been roasted, and huge platters of pie and doughnuts had been baked.
- 4 Josiah's eyes bulged at the sight.
- 5 His mouth watered with anticipation.
- 6 He wandered gloatingly around the long table.
- 7 The good wives stared at his lank face and body.
- 8 The jolly host moved among his guests.

- 9 His face was red with pleasure as he slapped his guests on the shoulder.
- 10 A pair of fiddlers played some music, and the guests danced.
- 11 Josiah stood by the table and watched the dance.
- 12 Sly as a fox, he slipped four sugary doughnuts into his pocket.

Active Voice

A verb is in the *active voice* when the subject names the actor. When a transitive verb is in the active voice, it has an object.

Mary *made* the cake. Active voice. Mary performed the act.
John *has eaten* it. Active voice. John performed the act.
They *own* a farm. Active voice. They do the owning.

Intransitive verbs, including linking verbs, are always in the active voice.

The baby *has been crying* at the top of its lungs.

The day *is* chilly.

You *will be* cold in that dress.

It *seems* late.

The cake *looks* good.

Examine the following sentences and tell who or what performed the action.

The wind has broken the elm tree.

The flood has swept the old red mill over the dam.

The two men have built a wooden footbridge across the brook.

I have sold ten tickets to the championship basketball game.

Somebody cracked the new pitcher.

Passive Voice

A verb is in the *passive voice* when the subject names the person or thing acted upon or affected by the act. Only transitive verbs can be in the passive voice.

- 1 The field *has been plowed*. (by *x*)
Passive voice. Someone plowed the field; that is, the field was acted upon.
- 2 Corn *is being planted* now. (by *x*)
Passive voice. Someone is planting the corn; that is, the corn is affected by the act.
- 3 The dress *will be finished* soon. (by *x*)
Passive voice. Someone will finish the dress; that is, the dress is affected by the act.

14

Tell whether the verbs in the following sentences are in the active or passive voice.

- 1 A tiger moved over the grass and approached us.
- 2 He was light as a feather.
- 3 He had been tamed by his keeper.
- 4 The tiger had been captured in the jungle when he was a small cub.
- 5 His eyes were bright, his fur shone in the sunlight, and his red tongue was hanging out.
- 6 Now and then his keeper stroked the tiger's great head.
- 7 Although the keeper had been away all winter, he had not been forgotten by his pet tiger.
- 8 The beautiful great beast stretched himself out beside his master.
- 9 He yawned lazily and blinked his eyes sleepily.
- 10 He had just been given a good breakfast.

15

Tell which verbs are in the active voice.

Tell which subjects name the things affected by the acts and which verbs are therefore in the passive voice.

- 1 That night we huddled close to the fire.
- 2 The water on the table was frozen by the bitter cold.
- 3 Many sheep were killed by the ice and snow.
- 4 Trees were burst by the severe frost.
- 5 Our great elm lost three branches.
- 6 The old oak at the crossroads was rent by the frost.
- 7 The ice broke a score of ash trees.
- 8 The entire countryside was covered with snow.
- 9 The children stayed in the house all day.
- 10 Their playhouse in the barn lot had been covered with snowdrifts.

The Change from Active to Passive Voice

If a verb is transitive, it can be changed from the active to the passive voice.

When a transitive verb is changed from the active to the passive voice, the object of the active verb becomes the subject of the passive verb.

Some form of the verb *is* is always a part of every passive verb phrase.

Active Voice

John *sold* the pony.
He *will buy* a bicycle.

Passive Voice

The pony *has been sold* by John.
A bicycle *will be bought* by him.

Intransitive verbs are always in the active voice. They cannot be changed to the passive voice.

16

Change the active transitive verbs to the passive voice. Are there any verbs in the following sentences which cannot be changed?

- 1 Watch followed us everywhere.
- 2 He was a faithful sheep dog.
- 3 We hunted our flocks of sheep.
- 4 We had lost them.
- 5 The snow had covered all the sheep.
- 6 It had buried our flocks.
- 7 Finally we discovered a great mound of snow.
- 8 Watch barked excitedly.
- 9 The lost sheep were within the mound.
- 10 Watch smelled the sheep.
- 11 His nose was keen.
- 12 He danced with excitement.

17

Change the verbs which are in the active voice to the passive voice, and those which are in the passive voice to the active voice. Are there any verbs which cannot be changed?

- 1 The wind was strong.
- 2 It blew the snow into our eyes.
- 3 Watch scratched the snowdrift.
- 4 He howled piercingly.
- 5 His sheep were covered by the cold drift.
- 6 They had been buried by the cold snow.
- 7 We shoveled the drift.
- 8 After tunnels had been made, we rested.
- 9 The hard work blistered our hands.
- 10 The icy drifts frosted our feet.
- 11 My face was stiffened by the cold.

18

Tell whether the verbs in these sentences are transitive active, transitive passive, or intransitive.

Why do you not need to tell whether the intransitive verbs are active or passive?

- 1 Each man made a cave for himself.
- 2 The snow slid down upon him.
- 3 We pitched the snow behind us.
- 4 We held our tools and listened.
- 5 The other men heard nothing.
- 6 They were weary and cold.
- 7 I laid my head against the snow wall.
- 8 I heard a faint bleating.
- 9 I shouted with relief.

19

Classify the verbs as transitive active, transitive passive, or intransitive.

- 1 We all worked hard again, and soon we hauled the first sheep from the drift.
- 2 Watch took charge of him.
- 3 Watch lay on the sheep's frozen fleece.
- 4 The warmth of his body thawed the fleece and warmed the sheep.
- 5 After his face and feet had been licked, the old sheep butted Watch.
- 6 Farther in, we found the rest of the sheep.
- 7 They had been crowded close together by the snow.
- 8 They had to be carried home because they were so stiff.
- 9 Many of the sheep upon the mountains were not saved.
- 10 We were fortunate with our flocks.

Tense

A verb shows by its form whether it refers to present time, past time, or future time. In grammar the word "tense" means time. All verbs have tense.

The *tenses* of a verb are the forms which show the time expressed by the verb.

Present tense: Jerry *sings* well.

Past tense: Jerry *sang* well.

Future tense: Jerry *will sing* well.

In addition to the present, past, and future tenses, verbs have perfect tenses. The word "perfect" in this sense comes from a Latin word which means finished, completed. The perfect tenses are used to express action that is finished or *perfected*.

The *present perfect tense* (often called simply the perfect tense) shows action that is completed but still extends up to the present time.

Past tense:

The bridge *stood* for a century.

The bridge is no longer standing. The standing took place entirely in the past.

Present perfect tense:

The bridge *has stood* for a century.

The bridge is still standing. It stood for a hundred years and the standing extends up to the present time.

The *past perfect tense* is used to show action that was completed at some point in past time.

Past perfect tense:

The bridge *had stood* for a century when she was born.

At the time when she was born, the bridge had finished standing for a century.

The *future perfect tense* is used to express action which will have been completed at some point in future time.

Future perfect tense:

When June comes, the bridge *will have stood* for a century.

At the present time the bridge has not been standing for a century, but by June it will have finished standing for a century.

In speaking and writing, it is important to make clear the time when things happened. Time cannot be clearly expressed unless tenses are accurately used.

20

What is the difference in meaning between the sentences in the following pairs?

- 1 The music lasted an hour.
The music has lasted an hour.
- 2 I waited fifteen minutes.
I have waited fifteen minutes.
- 3 They have finished their work now.
They had finished their work yesterday.
- 4 He has painted the barn.
He will have painted the barn by Saturday.
- 5 We girls have been waiting for the school bus a long time.
We girls waited for the school bus a long time.
- 6 He has been practicing all morning.
He practiced all morning.
- 7 Jimmy has been studying his arithmetic lesson for more than an hour.
Jimmy studied his arithmetic lesson for more than an hour.

21

In the following sentences change the verbs which are in the present tense to the present perfect tense; those which are in the past tense to the past perfect; and the verbs in the future tense to the future perfect tense.

- 1 Jane makes the beds.
- 2 Henry gathered the eggs from the barn.
- 3 Ruth will make the candy.
- 4 Jack will send the popcorn to us.
- 5 I walked along the river bank.
- 6 She practiced her music for an hour.
- 7 The boys will paint the boat.
- 8 You play tennis a great deal.
- 9 He noticed a stranger on the corner.
- 10 I finished the work.
- 11 The boys cut the grass.
- 12 Their sisters raked it.
- 13 He will appoint a committee.
- 14 The girls prepare their own luncheon.
- 15 The girls prepared their own luncheon.
- 16 Some of the chickens escaped from the pen.
- 17 The Chicago mail plane went by.
- 18 The girls study music.
- 19 The branches of the trees bend under the ice.
- 20 The train whistle blows for the crossing.

Verb Forms in the Different Tenses

You may find it helpful to see the verb forms of the first, second, and third person, singular and plural number, for the different tenses. The different verb forms are called the *conjugation* of the verb.

Because the verb *be* is more often used than any other verb, it is more often misused. It is very important to use the correct forms of verbs both in talking and in writing.

The Verb *Be*

PRESENT TENSE

SINGULAR

First person: I *am* well.
Second person: You *are* well.
Third person: He *is* well.

PLURAL

We *are* well.
You *are* well.
They *are* well.

PAST TENSE

First person: I *was* well.
Second person: You *were* well.
Third person: He *was* well.

We *were* well.
You *were* well.
They *were* well.

FUTURE TENSE

First person: I *shall be* well.
Second person: You *will be* well.
Third person: He *will be* well.

We *shall be* well.
You *will be* well.
They *will be* well.

PRESENT PERFECT TENSE

First person: I *have been* well.
Second person: You *have been* well.
Third person: He *has been* well.

We *have been* well.
You *have been* well.
They *have been* well.

PAST PERFECT TENSE

First person: I *had been* well.
Second person: You *had been* well.
Third person: He *had been* well.

We *had been* well.
You *had been* well.
They *had been* well.

FUTURE PERFECT TENSE

First person: I *shall have been* well.
Second person: You *will have been* well.
Third person: He *will have been* well.

We *shall have been* well.
You *will have been* well.
They *will have been* well.

The Verb Go

PRESENT TENSE

I, you, we, they *go*
 He *goes*

PRESENT PERFECT TENSE

I, you, we, they *have gone*
 He *has gone*

PAST TENSE

I, you, he, we, they *went*

PAST PERFECT TENSE

I, you, he, we, they *had gone*

FUTURE TENSE

I, we *shall go*
 You, he, they *will go*

FUTURE PERFECT TENSE

I, we *shall have gone*
 You, he, they *will have gone*

Correct Use of *Shall* and *Will*

Which is correct, "I shall go" or "I will go"?

It all depends upon what the speaker means. The verb *shall* is used in the *first person* to denote simple future time, and the verb *will* to denote determination or a promise.

In the *second* and *third persons*, *shall* and *will* denote just the opposite from what they denote in the first person. "You shall go" or "He shall go" denotes determination on the part of the speaker. "You will go" and "He will go" denote simple future time.

Usually the word *shall* is the correct form to use with *I* and *we*. You usually mean to express only future time and not determination or a promise.

Future Time

I shall go We shall go
 You will go You will go
 He will go They will go

Determination

I will go We will go
 You shall go You shall go
 He shall go They shall go

In questions, use *shall* in the first person.

Shall I get it for you?

Shall we bring our lunches?

In the second and third persons, in questions, use the form expected in the answer.

Question

Answer

When *shall* you return?

I *shall* return at noon.

Will you return before dark?

I *will* return before dark.

The questioner expects him to promise to return early.

The speaker promises to return before dark.

When *will* he come?

He *will* come next week.

The words *should* and *would* are used like *shall* and *will*.

Question

Answer

Should I tell the answer?

I *should* tell the answer.

Should you like some money?

I *should* like some money.

Would you help me?

I *would* help you.

The questioner expects a promise.

The speaker promises to help.

Some careful speakers consider that it is as proper to use *I will* and *we will* to express simple future time as it is to say *I shall* and *we shall*.

22

Tell the person and number of each verb. Tell whether the verb expresses simple future time or determination on the part of the speaker. In a question, tell what form is expected in the answer.

- 1 We shall probably stay about a week.
- 2 Johnny shall learn to put his toys away.
- 3 Will you take care of the house in my absence?
- 4 I will do better the next time.
- 5 Shall you be home late or early?

- 6 He shall be sorry for having broken training.
- 7 He will be sorry about the accident.
- 8 I shall invite them to tea.
- 9 Should I report the matter to the principal?
- 10 Shall you go by train or by car?

23

Read these sentences aloud, filling the blanks with the preferable form, *shall*, *will*, *should*, or *would*.

- 1 I — be glad to see you.
- 2 We — not have enough left for the boys if we are not careful.
- 3 I — have a birthday next Sunday.
- 4 When — you have your party?
- 5 — you finish the story soon?
- 6 When — they reach their cousin's ranch?
- 7 I — probably be back from the committee meeting within an hour.
- 8 How soon — I telephone her to find out whether she is coming?
- 9 We — probably spend our vacation in Canada, but they — spend theirs at home.
- 10 I — like to go, but I can't.
- 11 We — certainly be hungry long before lunch time.
- 12 — you go?
- 13 — you recognize the motion picture actor if you saw him again?
- 14 I am afraid I — be late if the bus doesn't come soon.
- 15 — we be in your way?

Mood

A verb has three moods. The *indicative mood* is the form used in all ordinary statements and questions. The *imperative mood* is used in commands and requests.

The only mood that requires study is the *subjunctive mood*, since the subjunctive mood of a verb has different forms from the indicative and imperative.

A long time ago in the history of the English language, the subjunctive was used in a variety of ways, but now it has very few uses.

The subjunctive mood is used to express a wish.

I wish I *were* in Africa.

God *save* the King!

Heaven *preserve* us!

The subjunctive mood is used also to express a condition that is contrary to fact.

He behaved as if he *were* a child.

If she *were* here now, she would tell you.

Notice that when a condition is expressed that may be true, the indicative mood is used.

If he *comes*, please give him this.

If he *is* here, call him to the telephone.

24

Tell the mood of the italicized verbs in the following sentences and give the reason.

- 1 If I *were* a millionaire, I should go around the world
- 2 I wish she *were* able to go with us.
- 3 If I *were* you, I should stop worrying about it.
- 4 If that *is* true, Mary will inherit a fortune.
- 5 If that *were* true, Mary would be a millionaire.

- 6 He acted as if he *were* the owner of the whole park.
- 7 If it *rains*, please *close* the windows.
- 8 The children were wishing that they *were* eagles or bears.
- 9 He would be here now if he *were coming*.
- 10 He *is* here now, for I *saw* him in the next room.
- 11 *Put* your books away and *listen* to the music.
- 12 He wished there *were* no such things as lessons!

25

Write three sentences using the subjunctive mood to express wishes, and three sentences using the subjunctive to express conditions contrary to fact.

Write one sentence in the indicative mood to express a condition that may be true.

Write a sentence in the imperative mood.

FACTS TO REMEMBER

- 1 A verb should agree with its subject in *number*.

She *is* one of the girls who *have been studying* agriculture.
She *is* the only one of the girls who *has been studying* agriculture.

The funniest sight at the fair *was* the camels.

- 2 A verb should agree with its subject in *person*.

It *is* I who *am* to blame.

It *is* you who *are* to blame.

It *was* they who *were* to blame.

- 3 A *transitive action* is an action which requires something or somebody else besides the actor for the performance of the act.

The child *dropped* the plate.

The plate *was dropped* by the child.

4 Action which is not transitive is *intransitive*. Only the actor is required for the performance of an intransitive action.

The angry lad *kicked* and *screamed* and *ran* away.

5 A *transitive verb* is a verb which expresses transitive action, possession, obligation, lack, or need.

Do you *have* a knife?

He *owes* an apology for his thoughtlessness.

The child *lacks* judgment.

6 All verbs which are not transitive are *intransitive verbs*. All forms of the verb *be* are intransitive, as are other linking verbs.

It *rained* for a while.

She *seems* kind.

The boys *have been* ill.

The weather *is becoming*
stormy.

7 A verb is in the *active voice* when the subject names the actor. When a transitive verb is in the active voice, it has an object.

Intransitive verbs, including linking verbs, are always in the active voice.

His father *brought* the game from the city.

We all *worked* hard.

The hour *is* late.

That *seems* strange.

8 A verb is in the *passive voice* when the subject names the person or thing acted upon or affected by the act. Only transitive verbs can be in the passive voice.

The radio *was broken* by the twins.

The gymnasium *will be decorated* for the party.

Both gates *had been locked*.

9 A verb shows by its form whether it refers to the present time, past time, or future time. The *tenses* of a verb are the forms which show the time expressed by the verb.

Verbs have six tenses: present tense, past tense, future tense, present perfect tense, past perfect tense, and future perfect tense.

<i>Present:</i>	I try.	He goes.
<i>Past:</i>	I tried.	He went.
<i>Future:</i>	I shall try.	He will go.
<i>Present perfect:</i>	I have tried.	He has gone.
<i>Past perfect:</i>	I had tried.	He had gone.
<i>Future perfect:</i>	I shall have tried.	He will have gone.

10 The verb *shall* is used in the *first person* to denote simple *future time*, and the verb *will* to denote *determination* or a promise.

Future time: I shall be sixteen on my next birthday.

Determination: We will succeed if it takes all night.

In the *second* and *third persons*, *shall* denotes *determination* on the part of the speaker; *will* denotes simple *future time*.

Determination: You shall not go without permission.
Jack shall practice his music.

Future time: You will have plenty of time.
The train will be here soon.

11 The *indicative mood* is the form of verb used in all ordinary statements and questions.

Martin always *opens* the door for his father.
Are you coming, Jane?

12 The *imperative mood* is the form used in commands and requests.

Open the door, Martin.

Come with us, Jane.

13 The *subjunctive mood* is used to express a wish or a condition that is contrary to fact.

I wish it *were* next summer now.

If he *were* ten years older, he would know better.

She behaves as if she *were* a baby.

REVIEW AND TEST

I

Tell the following things about each of the italicized verbs in the following sentences:

- (1) Person.
- (2) Number.
- (3) Whether it is transitive active, transitive passive, or intransitive.
- (4) Tense.
- (5) Mood.

For example:

It was I who *was complaining* about the noise.

The verb *was complaining* is in the first person, singular number, to agree with its subject *who*. (The pronoun *who* is in the first person, singular number, to agree with its antecedent *I*.)

The verb is intransitive. It is in the past tense, indicative mood.

- 1 Harry *will bring* me some apples from the farm.
- 2 You who *have* so much happiness ought not to complain.
- 3 I wish I *were* as wise as Solomon.

- 4 Please *close* the windows at once, children.
- 5 Mr. and Mrs. Golden *will have been told* about the surprise before evening.
- 6 The cookies *were made* by the girls in the ninth grade.
- 7 I *shall bring* some photographs of volcanoes to show you.
- 8 There *goes* little Skippy with his twin brothers.
- 9 It is I who *am planning* the party, Mary.
- 10 If it *were* not so late, we might go to a motion picture.

II

Each of the following pairs contains a correct sentence and an incorrect sentence. Select the correct sentence in each pair. Be able to give a reason for your choice.

- 1 Mrs. Anderson together with her nephew and niece is planning a surprise.
Mrs. Anderson together with her nephew and niece are planning a surprise.
- 2 I will have recovered from the mumps before the game.
I shall have recovered from the mumps before the game.
- 3 He acts as if he was a king.
He acts as if he were a king.
- 4 He is one of those persons who always get things wrong.
He is one of those persons who always gets things wrong.
- 5 Shall you be fourteen or fifteen on your next birthday?
Will you be fourteen or fifteen on your next birthday?

- 6 If there was no rain, there would be no rivers.
If there were no rain, there would be no rivers.
- 7 In that house lives a very interesting man and his son.
In that house live a very interesting man and his son.
- 8 The most remarkable thing at the fair was the machines for television.
The most remarkable thing at the fair were the machines for television.
- 9 I wonder what Washington would think if he was alive.
I wonder what Washington would think if he were alive.
- 10 It was you who were in the wrong about that.
It was you who was in the wrong about that.

NOTE. If you need more study of verbs, take some or all of the Practice Exercises on pages 265-274.

PRACTICE EXERCISES

Agreement of Verbs with Subjects in Person and Number

Exercise 1

Tell the subject and the person and number of each verb.

- 1 One of the boys is coming, but I shall stay at home.
- 2 Are you sure of it?
- 3 That is the painting which won first prize.
- 4 It isn't I who am responsible for the accident.
- 5 He lives in one of the houses that were built along the river.

- 6 They bought the only one of the houses that has an orchard.
- 7 Billy, is it you who are making that noise?
- 8 The best thing at the party was the cookies.

Exercise 2

Read these sentences aloud, filling the blanks with a correct form of the verb *is*.

- 1 Henry and his brother — drawing the plans now.
- 2 — Bob and you ready yet?
- 3 This is one of those puzzles that — easy to solve.
- 4 Neither of the boys — certain as to what happened.
- 5 Was it you who — listening at the keyhole, you scamp?
- 6 He is the one of the candidates who — best fitted for the office.
- 7 — Margaret and her sister with you?
- 8 This is one of the handles that — made of steel.

Transitive and Intransitive Verbs

Exercise 3

Tell whether the verbs are transitive or intransitive. Tell whether the subject of each transitive verb names the actor or the person or thing affected by the act.

- 1 The snow fell from morning until night.
- 2 It drifted across the fences.
- 3 The roads were blocked by the drifts, and the paths were covered.
- 4 The boys had carried great baskets of wood into the cabin.
- 5 They kept a warm fire and nobody was cold.

- 6 Fortunately they had a large supply of food with them.
- 7 While the storm was at its worst, the campers remained in the cabin.
- 8 Jerry read stories to the others, and Sam played tunes on his flute.
- 9 The windows were darkened by the drifting snow.
- 10 The boys' pleasure was increased by the unexpected storm, and they planned a great snow fort on the hillside.

Exercise 4

Tell whether the verbs are transitive because they have objects, or because the subjects name the persons or things affected by the acts.

- 1 The Basque people love their old customs, and they dislike changes.
- 2 Many old-fashioned things are still used by the Basques.
- 3 Great clumsy carts are still pulled by oxen.
- 4 These carts have solid wooden wheels.
- 5 A Basque family celebrates Christmas by killing a pig.
- 6 The pig furnishes the family a feast for a long time.
- 7 Some very famous men have been produced by the Basques.
- 8 The Jesuit order was founded by two Basques, Ignacio de Loyola and Francis Xavier.
- 9 The Basques gave the great sailor Magellan to the world.
- 10 He discovered the Philippines in 1521.

Exercise 5

Tell whether the verbs are transitive or intransitive. If they are transitive, tell whether their subjects name the actors or the persons or things affected by the acts.

- 1 Tibet is the land of prayer wheels.
- 2 Prayer wheels contain a prayer which has been written many times.
- 3 Every time a wheel is turned, Buddha hears the prayers.
- 4 Prayer wheels are of all sizes.
- 5 Many stand near the lamaseries where the lamas, or priests of Buddha, live.
- 6 The commonest prayer wheels are turned by hand.
- 7 Some lazy lamas do not like the work.
- 8 They arrange the wheels so that they are turned by wind or water.

Exercise 6

Make one list of the transitive verbs and another list of the intransitive verbs. Count a verb every time it is used. There should be seven verbs in each list.

- 1 Far to the south in Africa dwell the Bushmen.
- 2 They are small in stature and are yellow-brown in color.
- 3 Little bands of them wander from place to place.
- 4 They build no houses.
- 5 Usually they live in holes among the rocks, but they may make rude temporary shelters.
- 6 They kill game with bow and arrow or with the spear.
- 7 The Bushmen gather seeds and roots; they hunt the honey of wild bees; they catch lizards and snakes.

- 8 Their arrows and spears are small and have poisoned tips.
- 9 The Bushmen's life is a hard one.

Active and Passive Voice

Exercise 7

Make a list of the verbs which are in the passive voice. There should be ten verbs in your list.

- 1 The boys hurried to the railroad, where the circus was being unloaded.
- 2 A tent had been raised beside the track.
- 3 Breakfast had been cooked for the men, who had just been called to the tent.
- 4 The two boys followed the men and stood by the flap.
- 5 Soon they were noticed by one of the foremen.
- 6 They were invited to places at the huge table and were given some ham and eggs.
- 7 After breakfast was finished, they helped with the work.
- 8 Huge trucks were pushed off the train by trained elephants.
- 9 The elephants worked very carefully and steadily.
- 10 Later they were fed by the two boys.

Exercise 8

Make one list of the active verbs, another of the passive. There should be five verbs in each list.

- 1 The Bushmen enjoy music and have some simple musical instruments.
- 2 One kind is made from the hunter's bow.
- 3 A ring is fastened on the bowstring.

- 4 The string is twanged by the player.
- 5 When the ring is slid up or down on the string, the sound of the twanging is changed.
- 6 The sound is not very loud.
- 7 When the musician wants a louder sound, he hangs a gourd to the lower end of the bow.

Exercise 9

Change the transitive active verbs to the passive voice and the passive verbs to the active voice. If these sentences contain any verbs that cannot be changed, give the reason.

- 1 The Bushmen draw many pictures.
- 2 The cliffs and the walls of their caves are covered with pictures.
- 3 The pictures represent animals, birds, and men.
- 4 Hunting scenes and battles are also represented.
- 5 Sometimes the pictures are just scratched in the rock; sometimes they are scratched and then are filled with color.
- 6 The favorite colors of the Bushmen are red, yellow, and black.
- 7 Their pictures seem very crude to civilized men.

Exercise 10

Classify the verbs as transitive active, transitive passive, or intransitive. Why is it not necessary to tell whether intransitive verbs are in the active or the passive voice?

- 1 The Hottentots live near the Bushmen.
- 2 In language and in appearance they resemble the Bushmen.
- 3 The Hottentots raise cattle, but they do not cultivate plants.
- 4 Wild fruits are gathered and roots are dug for food.

- 5 The Hottentots move with their herds from one pasture to another.
- 6 Their settlements are called kraals.
- 7 Their huts are made of poles over which mattings are hung.
- 8 When they move, the poles and mattings are packed on the horses.
- 9 The huts are always set up in a circle.
- 10 The cattle graze in the circular space which the huts enclose.

Tense

Exercise 11

Tell the tense of each of the italicized verbs.

- 1 Now he *comes* almost every day, but in the winter he *will not come* so often.
- 2 *Shall* I wait for you, or *shall* you *be* too late?
- 3 I *have heard* of it, but I *have never seen* it.
- 4 *Had* you *gone* when he *came*?
- 5 The boys *will have completed* the shack before night-fall.
- 6 Although his father *had reminded* him about the ticket, Joe *had not remembered* it.
- 7 Unless you *hurry*, we *shall be* late and the program *will be ended*.
- 8 Mr. Barton *will have been* postmaster for fifty years next week.

Exercise 12

Tell the person, number, and tense of each verb.

- 1 He has a valuable stamp which came from the *China Clipper*.

- 2 If you will wait for me, I shall be very quick.
- 3 He is one of the fellows who practice shooting baskets in our back yard.
- 4 I am the one who am to blame for the misunderstanding.
- 5 Was it you who were behind us at the game?
- 6 Although he tried several times, he has not succeeded.
- 7 The fire will have been extinguished by this time.
- 8 Shall you go with us?

Exercise 13

Write the following forms of the verb *see*:

First person, plural, perfect tense.

Third person, singular, past tense.

First person, singular, future tense.

Second person, singular, past perfect tense.

Third person, plural, present tense.

Write the following forms of the verb *do*:

Third person, singular, past tense.

First person, singular, future tense.

Second person, plural, past perfect tense.

First person, plural, perfect tense.

Third person, plural, present tense.

Exercise 14

Copy the sentences, filling the blanks with the correct form, *shall* or *will*.

- 1 — you need my help?
- 2 I have made up my mind that the children — learn to be punctual.
- 3 He — regret the misunderstanding when he hears of it.

- 4 — you take good care of it if I lend it to you?
- 5 We — not arrive until afternoon.
- 6 It — be easy if he — tell us how to do this one thing.
- 7 My sister — go to the exhibition, but I — be out of the city.
- 8 We don't know how we — come out with the expenses, but we hope there — be enough money.

Exercise 15

Copy the sentences, filling the blanks with either *should* or *would*.

- 1 — we ask his permission?
- 2 I — like to go, but I — not spend so much money as it will cost.
- 3 — you be willing to help us?
- 4 — you like to come with us?
- 5 We — be glad to come.
- 6 — he be punished?
- 7 I — have remembered if I had not been in such a hurry.
- 8 I — be sorry if it could not be found.

Mood

Exercise 16

Copy the sentences, filling the blanks with the correct forms of the verb *is*.

- 1 I wish he — here.
- 2 I shall call for you if it — not too late.
- 3 If I — he, I should feel otherwise about it.
- 4 If Mr. Samuel Smithers — in the room, will he please step forward?

- 5 If the king — in the room, there would be no place for us.
- 6 I wish I — taller.
- 7 If my father — not away, he would help us.
- 8 Did he say he wished he — in Australia?
- 9 I certainly wish there — no more work to do today.
- 10 If it — not so late, we might go to a movie.

Exercise 17

Write two sentences containing verbs in the indicative mood, two sentences with verbs in the imperative mood, and four sentences with verbs in the subjunctive mood.

CHAPTER 14

VERBALS

If you are studying a foreign language, French or German or Spanish, you must learn many different forms for each verb. These modern languages, however, do not have so many verb forms as some of the ancient languages. In Latin or Greek, for instance, you might have to learn almost a hundred different forms. The Old English language had many verb forms. In modern English a verb usually has four or five forms.

The five different forms of the verb *break* are: break, breaks, broke, breaking, broken.

The first three forms, *break*, *breaks*, and *broke*, may be used to assert; but the other two forms, *breaking* and *broken*, cannot make an assertion without the aid of a helping verb. For example:

We *break* the rules.

He *breaks* the rules.

We *broke* the rules.

We *are breaking* the rules.

He *has broken* the rules.

A verb form which requires a helping verb to make an assertion is called a *verbal*. A helping verb is called an *auxiliary verb*.

Although a verbal is made from a verb, it is not itself a verb because it cannot stand alone and make an assertion.

The woman *breaking* the eggs The bicycle *broken*

An auxiliary verb must be added in order to make the assertion.

The woman *is breaking* the eggs. The bicycle *has been broken*.

Participles

A verbal may be used like an adjective: the *breaking* waves, the *broken* dish. A verbal which is used like an adjective is called a *participle*.

The word *breaking* is the present participle; *broken* is the past, or perfect, participle. The present participle always ends in *ing*.

Verb phrases often consist of auxiliary verbs and participles.

is breaking	is broken
was breaking	was broken
will be breaking	will be broken
has been writing	has been written
had been writing	had been written
will have been writing	will have been written
had been asking	had asked
was pushing	was pushed
is finishing	will be finished

1

Select the participles, and tell whether they are present participles or perfect participles. Tell whether they are parts of verb phrases.

- 1 The mate was frying potatoes.
- 2 Some of the potatoes were scorched, but the rest were sizzling merrily.
- 3 The frowning captain was cleaning the cabin.
- 4 He was irritated by the mate's cheerfulness.
- 5 The broken plates and scattered dishes annoyed him.
- 6 His scowling face grew redder and redder.
- 7 A large kettle had been shoved under the bunk.
- 8 It was half filled with papers and tobacco.

- 9 Whistling, the mate stirred the burning potatoes.
10 Grumbling and muttering, the captain emptied the kettle.

Making Sentences Interesting with Participles

Notice how the participles in these sentences are used.

- 1 The *smiling* child approached.
2 The child approached, *smiling*.
3 *Smiling* shyly, the child approached.
4 The child, *smiling* shyly, approached.

In each sentence above, the participle *smiling* describes the child. In each sentence, *smiling* is an adjective modifying the noun *child*.

- 5 The *mended* dish looked almost new.
6 *Mended*, the dish looked almost new.
7 The dish, *mended* by the tinker, looked almost new.

In sentences 5-7, what does the participle *mended* describe? What word does it therefore modify?

- 8 The dog, *wagging* his tail, advanced.
9 *Wagging* his tail, the dog advanced.
10 The dog advanced, *wagging* his tail.

In sentences 8-10, *wagging* describes the dog and therefore modifies the noun *dog*. Because *wagging* is formed from a verb, it may have an object. What word is the object of the participle *wagging*?

You can make more interesting sentences when you speak and write if you vary the position of participles. Often a sentence can be made more emphatic also.

The frightened old woman began to cry.
Frightened, the old woman began to cry.

2

Make the following sentences more interesting or more emphatic by varying the position of the participles. You may add modifiers to the participles if you wish. For example:

The screaming infant wakened the house.

The infant wakened the house, screaming at the top of his voice.

- 1 The discouraged child went home.
- 2 A limping horse came out of the barn.
- 3 The man, waving a white banner, stood on the shore.
- 4 Some sleeping men lay on the benches.
- 5 The perspiring cook stared at the kettle.
- 6 The painted furniture was very pretty.
- 7 The children, dragging a chain, entered the cabin.
- 8 The whispering girls sat in a corner.
- 9 A barking dog wakened the household.
- 10 A carved chest attracted his attention.

Dangling Participles

When a participle is used like an adjective, it must have a noun or a pronoun to modify. A participle without a word to modify is called a *dangling participle* because it dangles in the sentence without any word to support it.

Dangling Participle

CORRECT

- | | |
|---|---|
| 1 Being rainy, we postponed the picnic. | <i>The day being rainy</i> , we postponed the picnic. |
|---|---|

There is no word for <i>Being rainy</i> to modify. <i>We</i> weren't rainy, nor was the picnic!	<i>It being rainy</i> , we postponed the picnic.
---	--

Dangling Participle

CORRECT

- 2 Walking across the lawn, two stone lions were seen. *Walking across the lawn, we saw two stone lions.*

There is no word for the participle *walking* to modify. Surely the stone lions were not walking! *As we were walking across the lawn, we saw two stone lions.*

Independent Phrases

A participle and the words that belong with it are called a *participial phrase*. A participial phrase may be an *independent phrase*, very loosely connected with the rest of the sentence.

Like other independent elements, such as nouns of direct address and appositives, an independent phrase is set off from the rest of the sentence by commas.

We stayed at home, *the day being cold*, and made candy.
He was worried, *it being now almost midnight*.
Supper having been eaten, he began to study.

3

Copy these sentences, punctuating them correctly.

- 1 The key having been lost we climbed through the window.
- 2 He decided to ask for some more money a nickel being all he had.
- 3 Yes Alan the game has been called off one of the team having the chicken pox.
- 4 They rented a car their own refusing to be budged out of the garage and drove to the nearest village.

- 5 Mr. Lambert the expressman said he would tell Tom Tom's house being on Mr. Lambert's route.
- 6 It being a warm day they decided to go fishing.
- 7 Ours being broken we borrowed Ned's saw.
- 8 The boys not having anything better to do their mothers set them to work.
- 9 We succeeded in erecting a rough shelter some old lumber having been found in a field.
- 10 Being annoyed Jane would not reply.

4

Tell whether the participles in the following sentences are parts of verb phrases or whether they modify nouns and pronouns. Do any of the participles have objects?

- 1 The mules were covered with gaudy blankets.
- 2 Grinning bashfully, gay young squaws rode on the mules.
- 3 Some wretched old women, leading pack horses, followed.
- 4 Loaded with baggage, the pack horses walked slowly.
- 5 Little boys were carrying miniature bows and arrows.
- 6 Running along on foot, little naked children followed behind them.
- 7 Numberless dogs were scampering among the feet of the stumbling horses.
- 8 Painted with bright colors, the young braves felt very handsome.
- 9 Their braids had been rubbed with grease, and feathers had been stuck in their hair.
- 10 Stalking solemnly along in their white buffalo robes, came the old warriors.

5

Correct these sentences by giving the participles a word to modify, or by making them part of dependent clauses.

Is there a mistake in every sentence?

- 1 Climbing into our old car, the storm broke.
- 2 Traveling across the desert, the pyramids were seen.
- 3 Smoking his pipe, the old sailor stared at the sea.
- 4 The book describes the timber line seen traveling across the mountains.
- 5 He had some pictures showing scenes taken riding across the desert.
- 6 Being windy, the door blew shut.
- 7 Seeming stormy, the sailor closed the hatches.
- 8 The day being cloudy, we carried raincoats.
- 9 Counting his money, the wind blew it away.
- 10 Chasing his hat, a little dog ran in his path.

6

Correct these sentences, if they need correction.

- 1 Being stormy and wet, we could not attend.
- 2 Growing very tired, the feather bed felt comfortable.
- 3 Entering the harbor, the Statue of Liberty is seen.
- 4 Being annoyed, the football coach scolded.
- 5 The cook bent over the fire, stirring the gruel.
- 6 A fire was lighted, being very cold.
- 7 A large whale was seen, sailing in a schooner.
- 8 Not being ready, the train was missed.
- 9 The boy being tired, his mother put him to bed.
- 10 We could not wait, the concert having begun.
- 11 Sitting on the edge of the pool, the child looked like a fairy.
- 12 Dabbling his feet in the water, the fish were scared.

Verbal Nouns

Not all verbals ending in *ing* are used like adjectives. You have seen that a verbal ending in *ing* may be a noun. (See page 216.) A verbal noun is called a *gerund*. *Playing*, *practicing*, *swimming*, and *rowing* in the following sentences are gerunds.

Fred's *playing* won the prize.

He talked about the children's *practicing*.

Swimming and *rowing* develop strong muscles.

7

Tell whether the italicized verbals are adjectives or nouns; that is, whether they are participles or gerunds.

- 1 The little child's *dancing* was very graceful.
- 2 He worked hard to make a *dancing* bear for his sister.
- 3 Did you ever notice his *swimming*?
- 4 *Jumping* up and down, the boy clapped his hands with joy.
- 5 I never told anyone of my *failing*.
- 6 The sky *being* gray, we feared it might rain.
- 7 The Indian lad approached us, *grinning* bashfully.
- 8 She drew a picture of a *grinning* skull.
- 9 The man was annoyed by the boy's *grinning*.
- 10 *Standing* behind a very tall man, she could not see the parade.
- 11 We were deceived by their *pretending* not to understand us.
- 12 The little rascal stood there, *looking* like an angel.

8

Use the following verbals in sentences, first as adjectives, then as nouns.

smiling playing running jumping singing

The Principal Parts of a Verb

The three most important forms of a verb are called its *principal parts*. They are the three forms from which all the different tenses are formed. The principal parts are the present tense, the past tense, and the past participle.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
go	went	gone
see	saw	seen
drink	drank	drunk

The first two of the principal parts may be used to assert: we *go*, we *went*.

The third principal part is the past, or perfect, participle. It is never used alone as a verb. It may be used in a verb phrase with an auxiliary verb: we have *gone*, we shall have *gone*.

Many verbs have the same form for the past tense and the past participle. The past tense and the past participle of many verbs are formed by adding *ed* to the present tense.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
ask	asked	asked
climb	climbed	climbed

Verbs which add *ed* are called *weak verbs* or *regular verbs*; those that do not add *ed* are called *strong verbs* or *irregular verbs*.

A few verbs have the same form in all three principal parts.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Perfect Participle</i>
burst	burst	burst
hurt	hurt	hurt
let	let	let
set	set	set

9

Give the principal parts of the following verbs. The dictionary will help you if you have difficulty with the principal parts of any verb.

set	forget	steal	burst	run
stretch	bring	take	measure	walk

Infinitives

An *infinitive* is a form of the verb made from the first of the three principal parts together with the word *to*: to be, to go, to see.

When used thus, *to* is said to be the sign of the infinitive. *To*, the sign of the infinitive, is part of the infinitive and not a preposition.

After certain verbs, such as *let*, *bear*, *see*, *feel*, and *help*, the sign of the infinitive (*to*) is usually omitted. In the sentence "Let us go," *go* is an infinitive.

Let me <i>have</i> it.	We saw him <i>fall</i> .
Did you hear him <i>sing</i> ?	He felt her <i>tremble</i> .
His mother helped him <i>prepare</i> his lesson.	

One thing to remember about infinitives is that it is usually considered bad form to split an infinitive by inserting a word between the infinitive and its sign.

UNDESIRABLE	CORRECT
I try to always do my best.	I try always <i>to do</i> my best.
	I always try <i>to do</i> my best.
It was ready to almost fall.	It was almost ready <i>to fall</i> .
He seems to never try.	He seems never <i>to try</i> .
	He never seems <i>to try</i> .
He wants to always be first.	He always wants <i>to be</i> first.

The Objective Case with Infinitives

Since it is a form of a verb, an infinitive may have a subject and an object or a subject complement.

An infinitive and the words that belong with it are called an *infinitive phrase*.

- 1 He asked *them to go*.

The words *them to go* are an infinitive phrase.

The infinitive phrase *them to go* tells what was asked and is therefore the object of the verb *asked*.

In the infinitive phrase, the pronoun *them* is the subject of the infinitive *to go*.

- The subject of an infinitive is always in the *objective case*.

- 2 Let *Jerry and me tell them*.

The infinitive phrase *Jerry and me tell them* is the object of the verb *let*.

In the infinitive phrase, *Jerry* and *me* are the *compound subject* of the infinitive *tell*. The words *Jerry* and *me* are in the objective case.

The word *them* is the *object* of the infinitive *tell*. *Them* is in the objective case.

- 3 He took *her to be me*.

In the infinitive phrase *her to be me*, the pronoun *her* is the subject and the pronoun *me* is the subject complement of the infinitive *to be*.

The subject complement of an infinitive is always in the *objective case*.

In speaking and writing, it is important to remember that the subject and the subject complement as well as the object of an infinitive are in the objective case.

10

Supply the correct pronoun forms in these sentences.

- 1 Mother let Mary and — make some candy yesterday. (I, me)
- 2 Hewson invited — boys to go with him. (us, we)
- 3 I wanted you and — to come too. (she, her)
- 4 Did he ask — and — to see him? (them, they; us, we)
- 5 She told Tom and — not to listen to it. (he, him)
- 6 Father made — girls and boys stay at home. (us, we)
- 7 The coach taught Jack and — to punt. (she, her)
- 8 Would you permit — and — to coast on your hill? (him, he; me, I)
- 9 Who helped you and — paint the boats? (they, them)

11

Supply the correct forms of the pronoun, first person, either singular or plural, in these sentences.

- 1 Please let Tom and — go to the circus.
- 2 Will he help — girls do the work?
- 3 She let Jane, Jack, and — cook the supper.
- 4 Did you ask him to let — boys use the sled this afternoon?
- 5 Why won't you allow — girls to do it?
- 6 Mother is teaching my sister and — to knit.
- 7 He warned Joe and — not to go near the place.
- 8 She told Mary and — to go to the side door.
- 9 I hope the caretaker lets — boys play ball here.
- 10 She is going to let Tom and — have it.

FACTS TO REMEMBER

1 A verb form which requires a helping verb to make an assertion is called a *verbal*: seeing, seen, forgetting, forgotten.

2 A helping verb is called an *auxiliary verb*.

I *am* going now.

I *shall be* seeing her next week.

We *have* seen that picture.

You *will be* forgetting it soon.

They *had* forgotten it.

3 A verbal which is used like an adjective is called a *participle*. The present participle ends in *ing*.

The *breaking* waves looked green.

Frightened, the child began to cry.

Verb phrases often consist of auxiliary verbs and participles.

John *has* already *sung*, and his sister *is singing* now.

He *was asked* to join the club.

4 A participle and the words that belong with it are sometimes called a *participial phrase*. A participial phrase may be an *independent phrase*, loosely connected with the rest of the sentence.

An independent phrase is set off by commas.

He cranked the car, *the starter being broken*, and rattled down the street.

It being cold, we carried rugs.

5 A *gerund* is a verb form used as a noun.

His *singing* was excellent.

6 The *principal parts* of a verb are the three forms from which the different tenses are formed: the *present tense*, the *past tense*, and the *past participle*.

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
sing	sang	sung
ask	asked	asked
set	set	set

7 An *infinitive* is a form of the verb which is made from the first of the three principal parts together with the word *to*: to be, to walk, to hope.

The word *to* is called the sign of the infinitive.

8 The subject and the subject complement of an infinitive as well as the object are in the objective case.

He let *us* help *him*.

Mary took *us* to be *them*.

REVIEW AND TEST

Select the correct sentence in each of the following pairs. Be able to give a reason for your selection.

- 1 Standing on the corner, a parade went by.
As we were standing on the corner, a parade went by.
- 2 Mr. Alexander is going to let Ruth and me borrow his canoe.
Mr. Alexander is going to let Ruth and I borrow his canoe.
- 3 Weren't you surprised at his being such a good swimmer?
Weren't you surprised at him being such a good swimmer?

- 4 Sailing across the bay, we saw the new suspension bridge.
Sailing across the bay, the new suspension bridge was seen.
- 5 He seemed almost to give up hope in the long race.
He seemed to almost give up hope in the long race.
- 6 She was sure she had seen my brother and I take it.
She was sure she had seen my brother and me take it.
- 7 Several motion pictures were taken, ferrying across the river.
Ferrying across the river, we took several motion pictures.
- 8 Why didn't you tell him about your having a cold?
Why didn't you tell him about you having a cold?
- 9 Won't you please let Mary and I go with you?
Won't you please let Mary and me go with you?
- 10 The bus went by, waiting for you.
The bus went by while we were waiting for you.

PRACTICE EXERCISES

Participles

Exercise 1

Select the participles in these sentences. Tell whether they are present participles or past participles. Tell whether or not they are used in verb phrases.

- 1 Lincoln and his law partner, Herndon, were jogging along a muddy road through a pouring rain.
- 2 They passed a pig caught in a rail fence.
- 3 It was squealing for dear life.
- 4 Lincoln, who was driving, stopped the buggy.
- 5 He freed the trapped pig.
- 6 When Lincoln had climbed back into the buggy, Herndon asked him why he had gone to so much trouble.
- 7 Lincoln's shoes and clothes were muddy and his hat was dripping.
- 8 Lincoln answered that he had been selfish when he had set the pig free.
- 9 If he hadn't freed it, the squeals would have echoed in his dreams.

Exercise 2

Copy these sentences, punctuating them correctly.

- 1 The teams tied for victory the visiting team having made a basket in the last quarter.
- 2 The fire grew low the logs having burned to ashes and the darkness grew deeper.
- 3 It being too early for lunch we had to go hungry.
- 4 Fred brought some bandages his father being a doctor.

- 5 They closed the shutters the storm having increased and bolted the doors.
- 6 There will be no school tomorrow it being Memorial Day.
- 7 His mind being made up he paid no attention to anyone.
- 8 We had to go alone the others having started before daylight.

Exercise 3

Tell what noun or pronoun each of the italicized participles modifies. There are three dangling participles. Which are they?

- 1 *Racing* across the lawn, Bob stumbled and fell.
- 2 *Being* rather lazy, he did nothing.
- 3 He awoke with a start, *hearing* a whisper in his room.
- 4 *Standing* on the fence, the game could be watched.
- 5 The blue platter, *shattered* into a dozen pieces, lay on the floor.
- 6 *Smelling* smoke, the house might be on fire.
- 7 *Risking* his life, he climbed across the *smoking* roof.
- 8 *Being* cloudy, we took our umbrellas.
- 9 John, *opening* the window, shouted at Tim.
- 10 The sheepish lad advanced, *concealing* the torn flag.

Pronouns with Infinitives

Exercise 4

Copy the sentences, supplying the correct forms to fill the blanks.

- 1 Won't their mother let Mary and — go? (he, him)

- 2 We all helped Jack and — lay the foundation.
(them, they)
- 3 Father asked — boys to do it. (we, us)
- 4 He forced — and — to yield. (she, her; I, me)
- 5 We must ask Ned and — to wait. (her, she)
- 6 They persuaded — girls to come too. (we, us)
- 7 He did not wish Mary and — to hear it. (me, I)
- 8 He took Jim to be —. (me, I)

Exercise 5

Each of these pairs of sentences contains a right and a wrong sentence. Select the correct sentence in each pair.

- 1 They invited us fellows to go along.
They invited we fellows to go along.
- 2 They compelled Henry and me to give up our places.
They compelled Henry and I to give up our places.
- 3 He was prepared to almost give up.
He was almost prepared to give up.
- 4 They judged Jack and we to be in the right.
They judged Jack and us to be in the right.
- 5 Kate watched her sister and I skate.
Kate watched her sister and me skate.
- 6 He ordered we boys and girls to follow him.
He ordered us boys and girls to follow him.
- 7 The doorkeeper asked Tom and me to take tickets.
The doorkeeper asked Tom and I to take tickets.
- 8 He took the mischief-makers to be us.
He took the mischief-makers to be we.

CHAPTER 15

MATTERS OF SPEECH THAT REQUIRE SPECIAL CARE

No one speaks well who does not take thought. It requires thought to say exactly what you mean and to say it in such a way that others will be interested in hearing it. If you really wish to speak good English, English that would sound as well in the White House as in the most remote country village, you can train yourself to do it.

In careless speech, errors grow like weeds in untended gardens. Errors are of several kinds. Some expressions are absolutely wrong, such as, *You was*; *He done it*; *They asked her and I to go*. Such mistakes mark the speaker as uneducated and ignorant. If you have a knowledge of grammar, you need never be guilty of such mistakes as these.

Some errors are not so serious as mistakes in grammar. They are matters of *usage*; that is, the way words are used. Persons who are careless use some expressions that the best speakers and writers do not use. Examples of bad usage are split infinitives, such as, "I was ready to almost jump" instead of "I was almost ready to jump." Other examples of poor usage are such expressions as, "He raised his son to be a gentleman" instead of "He brought up (or reared or trained) his son to be a gentleman"; "The cat wants in" instead of "The cat wants to come in." (It is correct, however, to say "Let the cat in.")

Then there are still other expressions which are *colloquial*. A colloquial expression may be grammatically correct, but it is not suitable for dignified speech or writing. Colloquial expressions occur in everyday speech, but even in familiar conversation they should not be too often used. Examples of colloquialisms are: "I calculate I'll go" for "I think I'll go"; "I'll use no more than I can help" for "I'll use no more than is necessary"; "I expect probably he'll come" for "I think it is probable he'll come."

As you look through this chapter, you may find that you make none of the errors listed, but the chances are that even though you are careful you need a few reminders.

The English language is a language of great richness and beauty. It is stronger than steel and yet can express thoughts more delicate than frost flowers in a frozen brook. Be proud and glad that the English language is your language. Use it well.

Do You Say?

You'd Better Say!

- | | |
|-------------------------------|---|
| 1 I've gotta go. | I have to go. |
| I gotta go. | I must go. |
| 2 I haven't got a book. | I haven't a book. |
| 3 I didn't get to go. | I couldn't go. |
| | I wasn't able to go. |
| 4 I would of come if I could. | I would have come if I could. |
| | (The word <i>of</i> should never be used as part of a verb phrase.) |
| 5 She suspicioned it. | She suspected it. |
| | (<i>Suspicion</i> is a noun.) |
| 6 She is light-complexioned. | She has a light complexion. |
| | (<i>Complexion</i> is a noun.) |

*Do You Say?**You'd Better Say!*

- | | |
|---------------------------------------|--|
| 7 Let's us go. | Let's go.
Let us go.
(<i>Let's</i> means <i>let us</i> .) |
| 8 He couldn't seem to do it. | He couldn't do it.
He seemed unable to do it. |
| 9 He didn't seem to be able to do it. | He seemed unable to do it. |
| 10 Try and do it. | Try to do it.
(<i>Do</i> is an infinitive.) |

Double Negatives

In Shakespeare's time it was good form to use a double negative (that is, two negatives in a sentence), but usage has changed and it is not now considered correct.

INCORRECT

CORRECT

- | | |
|---------------------------------|---|
| 1 He didn't receive no answer. | He received no answer.
He didn't receive any answer. |
| 2 I won't tell nobody. | I won't tell anybody.
I will tell nobody. |
| 3 We couldn't find it nowhere. | We could not find it anywhere.
We could find it nowhere. |
| 4 He couldn't hardly do it. | He could hardly do it.
(<i>Couldn't</i> expresses a negative idea. <i>Hardly</i> also expresses a negative idea.) |
| 5 She wouldn't scarcely listen. | She would scarcely listen. |
| 6 She didn't have but one. | She had but one.
She had only one. |

Verbs: *Teach* and *Learn*

In Anglo-Saxon times, and even much later, the verbs *teach* and *learn* were almost synonyms; that is, they had almost the same meaning. Now, however, they have different meanings.

The word *teach* means to show, to instruct, or to train. Someone may teach you to swim, or you may teach yourself.

The word *learn* means to fix in the mind or to gain knowledge. You must do your own learning; nobody can do it for you.

1

Read these sentences aloud, supplying the correct forms of *teach* or *learn*.

- 1 After Tom had — to paddle a canoe, he went home and — his sister how to paddle.
- 2 His teacher tried to — him several things about the arithmetic lesson.
- 3 He seemed unable to — that six times nine is fifty-four.
- 4 After he had been — to handle a bow, he — his violin lessons more easily.
- 5 I can easily — you how to knit.
- 6 Did it take long to — your cat her tricks?
- 7 How long did it take her to — to jump through the ring?
- 8 "I'll — you to let that alone," the excited watchman shouted angrily.
- 9 He — us how to tie a reef knot.
- 10 I — how to row when Mr. Mason was — the boys.

Verbs: *Sit* and *Set*, *Lie* and *Lay*, *Rise* and *Raise*

The verbs *set* and *lay* have almost the same meaning. They both mean to put or deposit. *Set* it down; *Lay* it down.

The verb *sit* means to be in or to take a sitting position. The verb *lie* means to be in or to take a horizontal position. *Sit* on the couch; *lie* on the couch. The box *is sitting* on the table; the box *is lying* on the table.

The verb *raise* means to lift up. *Raise* the lid; he *raised* the men's wages.

The verb *rise* means to mount, to become higher, to be in or to take an upright position. Steam *rises*; the men's wages *rose* as times grew better.

The verbs *set*, *lay*, and *raise* are transitive. When they are in the active voice, they must have objects.

Set the chair down.

He *set* the chair down.

Lay the books here.

He *laid* the books here.

Raise the window.

He *raised* the window.

The verbs *sit*, *lie*, and *rise* are intransitive.

The chair *sits* in the corner. Please *sit* down.

The books *lie* on the table. *Lie* down, Rover!

The mist *rises*. We *rise* early.

PRINCIPAL PARTS

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
sit	sat	sat
set	set	set
lie	lay	lain
lay	laid	laid
rise	rose	risen
raise	raised	raised

2

Read the sentences aloud, filling the blanks with the correct forms of *sit* or *set*. If you use the transitive active verb, tell what its object is.

- 1 While I was — on the riverbank, my dog — down beside me.
- 2 I had been — there for some time, but Jock had been — on the footbridge.
- 3 He had — and watched the fish.
- 4 I had — the lunch basket beside me.
- 5 I — the fishing poles against a tree.
- 6 I moved the poles and — them farther away so that Jock would not — on a fishhook.
- 7 “— still, Jock,” I warned him; “otherwise you will find yourself — on the point of a hook.”
- 8 For a time he — still.
- 9 Then he yelped; he had — on a hook.
- 10 After that, he would not — near a pole.

3

Read aloud the sentences in the preceding exercise, filling the blanks with the correct forms of *lie* or *lay*.

4

Taking one sentence at a time, fill the blanks first with the correct forms of *sit* or *set*, and then with the correct forms of *lie* or *lay*. Read the sentences aloud.

- 1 Margaret — the umbrellas on the floor, and they are still — where she — them.
- 2 There is room for the books to — on the table if you — them near the edge.
- 3 He found his hat — on the floor where he had — it.
- 4 He had — down on the floor.

- 5 After he had been — there for a while, he decided that he had — long enough to be rested.
- 6 He — down for a nap.
- 7 When a wise person — down to sleep, he — his cares away.
- 8 The things — in the corner; Ann — them there.

5

Read these sentences aloud, filling the blanks with the correct forms of *rise* or *raise*.

- 1 Mr. Smith — with the sun in order to — his wheat.
- 2 The wheat — out of the fields because it was — out of the earth by the farmer's labor.
- 3 The baking powder made the biscuits —.
- 4 The building — as if by magic.
- 5 He was proud that his wages were —.
- 6 His wages — very high.

Verbs: *May* and *Can*

The verb *can* expresses ability.

Can the baby walk?

The verb *may* is used for permission, possibility, or probability.

May I go with you? Permission.

He *may* come tomorrow. Possibility or probability.

6

Read the following sentences aloud, filling the blanks with the correct forms of *may* or *can*.

- 1 — we be excused, please?
- 2 — you swim as well as your brother?

- 3 — I borrow your pen so that I — copy the lesson?
 4 He says he — work the problems, but he — be mistaken.
 5 — I go to the library, and — Mary go with me?
 6 — we have some more cake, please?
 7 — we boys go to town this afternoon?
 8 You — make some fudge, if you think you — make good fudge.
 9 — I finish my paper tomorrow instead of today?
 10 — we hand in our notebooks later?

Verbs: *Have* and *Get*; *Ought*

The verb *have* shows ownership or possession. I have a book. Have you a program? Do you have a program?

The verb *get* means to obtain or fetch. Get me a book. I got your program when I got mine.

INCORRECT

- 1 I've got a toothache.
 2 Have you got a headache yet?
 3 He's got reason to complain.
 4 Hasn't she got any money?
 5 He got hurt.

CORRECT

- I've a toothache.
 I have a toothache.
 Have you a headache yet?
 Do you still have a headache?
 He has reason to complain.
 Hasn't she any money?
 Doesn't she have any money?
 He was hurt.

An auxiliary verb should never be used with the verb *ought*.

INCORRECT

- You had ought to go.
 He hadn't ought to have gone.

CORRECT

- You *ought* to go.
 He *ought* not to have gone.

Verbs: *Let* and *Leave*

The verb *let* means to permit or to allow. "Let the cake alone" means to permit the cake to remain as it is.

The verb *leave* signifies an act of departure. "Leave the cake alone" means to go away from the cake, leaving it in solitude, as a mother leaves her child alone at home when she goes to the store.

7

Read the following sentences aloud, filling the blanks with some form of *let* or *leave*.

- 1 If the Indian — me — my pack here, it will be safe.
- 2 I hope he does — me, for I do not know where else to — it.
- 3 Perhaps he will — me go in peace if I — him some kind of gift.
- 4 If he won't — me go before the powwow is over, I shall be tempted to — my pack and risk its safe-keeping.
- 5 At least I'll — him know that my intention is to — him take care of my possessions while I — them in his wigwam.
- 6 If he isn't inclined to — me go at once, I shall persuade him to — me have a good sleep instead of the stew which he seems to have — in the pan for me.
- 7 If my conscience — me, I'll pretend I don't know that he is — the stew for me to eat.
- 8 I wonder if he will — his little boy go with me as a guide.

Comparative and Superlative Degrees of Adjectives and Adverbs

Most adjectives and adverbs have three forms or *degrees*.

Adjectives:

Mary is *tall*.

That is *beautiful*.

Mary is *taller* than I.

Hers is *more beautiful* than his.

Mary is the *tallest* of the three.

This is the *most beautiful* of all.

Adverbs:

He ran *fast*.

He came *quickly*.

She ran *faster* than he.

She came *more quickly* than he.

You ran *fastest* of all.

You came the *most quickly* of
all

The first form — tall, beautiful, fast, quickly — is called the *positive degree*.

The second form — taller, more beautiful, faster, more quickly — is used when two things are compared. It is called the *comparative degree*.

The third form — tallest, most beautiful, fastest, most quickly — is used when more than two things are compared. It is called the *superlative degree*.

The comparative and superlative degrees of adjectives and adverbs of one or two syllables are commonly formed by adding *er* or *est* to the positive.

With longer words, *more* and *most* are used. Some short words, such as *real* and *likely*, use *more* and *most*: more real, most likely.

A few words are irregularly compared.

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good, well	better	best
bad, evil, ill	worse	worst
little	less	least
much, many	more	most
far	farther, further	farthest, furthest
old	older, elder	oldest, eldest
nigh, near	nearer	nearest, next
late	later, latter	latest, last
	upper	uppermost, utmost
	outer	outermost, outmost

In the comparison of adjectives and adverbs, a few matters require special attention in order that the words may be used correctly.

When only two things are compared, the comparative degree should be used. The superlative degree should not be used when only two things are compared.

Certain words cannot be used in comparisons because they already express the highest degree, as, *supreme*, *eternal*, *perpendicular*. Anyone who says "more perpendicular" or "the most perfect," really means more nearly perpendicular or the most nearly perfect.

If a thing is unique, there is nothing else like it. Anyone who says "more unique" or "most unique" does not know the meaning of the word. He probably means more unusual or most unusual.

Another thing to remember about comparisons is that double comparisons are incorrect. In Shakespeare's time it was proper to say: "My knife is more sharper than yours," but a double comparison is now considered bad form, like a double negative.

Comparisons with Groups

When the *comparative* degree is used to compare something or somebody with a group, the group *must not include* the thing or the person that it is compared with.

INCORRECT: John is older than all the boys.

All the boys includes John.

CORRECT: John is *older than all the other* boys.

All the other boys does not include John.

INCORRECT: Her paper is neater than all the papers.

CORRECT: Her paper is *neater than all the other* papers.

Her paper is *neater than the other* papers.

When the *superlative* degree is used to compare something or somebody with a group, the group *must include* the thing or person that it is compared with.

INCORRECT: The mother cat is the prettiest of all her kittens.

The mother cat is not one of her own kittens.

CORRECT: The mother cat is *the prettiest of all* the cats.

The mother cat is *prettier than* her kittens.

INCORRECT: Uncle John is the tallest of his nephews.

Uncle John is not one of his own nephews.

CORRECT: Uncle John is *taller than* his nephews.

INCORRECT: Roses are the most fragrant of all the other flowers.

CORRECT: Roses are *the most fragrant of all* flowers.

Roses are *more fragrant than all the other* flowers.

Notice the correct forms in the following sentences.

INCORRECT

CORRECT

- | | |
|--------------------------------------|--|
| 1 Which of the two do you like best? | Which of the two do you like <i>better</i> ? |
| 2 Who is oldest, Mary or Ann? | Who is <i>older</i> , Mary or Ann? |

INCORRECT

- 3 Who works best, Bob or Bill?
- 4 Which of the three do you like better?
- 5 Who is older, Mary, Ann, or Ruth?

CORRECT

- Who works *better*, Bob or Bill?
- Which of the three do you like *best*?
- Who is *oldest*, Mary, Ann, or Ruth?

8

Read these sentences aloud, supplying the correct forms.

- 1 Although John is the — of the twins, he weighs —. (tallest, taller; least, less)
- 2 I scarcely know which is —, science or history. (more interesting, most interesting)
- 3 It was the — sight I ever saw. (sadder, saddest)
- 4 Is Thomas or Richard the — sprinter? (fastest, faster)
- 5 Who is the — sprinter on the team? (fastest, faster)
- 6 Which has the — territory, Australia or Canada? (most, more)
- 7 Who is the — author, Scott or Dickens? (best known, better known)
- 8 What is the — book that he has written? (most well known, best known)
- 9 Which of the two boys is the — student? (better, best)
- 10 Who knows — about cooking in your class? (more, most)
- 11 Which girl in your club is the —? (taller, tallest)
- 12 Are you — at ice skating or at roller skating? (best, better)

Adjectives and Adverbs: *Good* and *Well*

The word *good* is an adjective, not an adverb.

The word *well* may be either an adjective or an adverb.
When it is an adjective, *well* means not sick, healthy.

The team work has been *good*.

The team has worked *well*.

All the members of the team are *well* now, but Bob has had a cold.

Carrots are *good* for you; they keep you *well*.

He did *well* in the test yesterday.

9

How rapidly can you read these sentences, supplying the correct word, *good* or *well*?

- 1 Her report was — because she had prepared it —.
- 2 If it had been cooked —, the pudding would have been —.
- 3 Although she says she is —, she doesn't look —.
- 4 Don't you feel — this morning?
- 5 Doesn't he paint —?
- 6 The children have been so — this afternoon that we are proud of them.
- 7 When food begins to taste — again, you may be sure that you are getting —.
- 8 His writing is unusually — for such a little boy.
- 9 Are you feeling — this fine morning?
- 10 He says he doesn't feel — enough to play ball; he hasn't felt — all day.
- 11 The baby has behaved so — on the trip that we are surprised
- 12 She looks — after her long vacation.

Adjectives and Adverbs: *Real*, *Really*, and *Very*

The word *real* is an adjective, not an adverb. The adverbial form is *really*. Often the word *very* expresses the meaning more accurately than *really*.

An adverb, not an adjective, should be used to modify *good* and *tired* in the following sentences.

INCORRECT

We had a real good time.

He is real tired.

CORRECT

We had a *really* good time.

We *really* had a good time.

We had a *very* good time.

He is *really* tired.

He *really* is tired.

He is *very* tired.

10

Read these sentences aloud, supplying the correct forms.

- 1 If you are — good this afternoon, Tommy, you may have a penny.
- 2 Is this a — diamond?
- 3 It looks like a — valuable one.
- 4 Although we had a — good time in the country, we were — glad to be at home again.
- 5 Although he tried — hard to swim, he never had any — success.
- 6 Mrs. Jones, who was a — kind woman, felt sorry for the waif.
- 7 This is a — old house; you can tell that it is — old by the fireplace.
- 8 He was not — disappointed at losing the prize.
- 9 She seems to be — tired.
- 10 Were you — interested in the lecture?

Adjectives and Adverbs: *Sure* and *Surely*

The word *sure* is an adjective, the word *surely* an adverb. All eight sentences below are correct.

Adjective

That is a *sure* success.
I am *sure* of it.
He will be *sure* to let you.
Are you *sure* you need it?

Adverb

That is *surely* a success.
I am *surely* glad to see you.
Surely he will let you!
Surely you don't need it.

11

Read these sentences aloud, supplying the correct words, *sure* or *surely*.

- 1 He — was mistaken, for nothing happened.
- 2 This is — the right road.
- 3 This — is delicious ice cream; I was — it would be good.
- 4 He is — that he is right, but I think he is — wrong.
- 5 If you are not —, don't speak so —.
- 6 It — would be no joke if we have lost our lunch.
- 7 I am — tired of this; we can — find something different.
- 8 He — is — that he will win, isn't he?
- 9 If you are so —, you — can prove it.
- 10 — you are mistaken.
- 11 It can't be true; — there is some mistake.
- 12 — you can come with us.
- 13 They — tried hard.
- 14 She — made a failure of it!
- 15 — you don't believe everything in the newspapers.
- 16 — you can do it if you try.

Adjectives and Adverbs: *Easy* and *Easily*

The word *easy* is an adjective, the word *easily* an adverb.

Adjective

I can do that *easy* problem.
It was *easy* to reach the shelf.

Adverb

I can *easily* do that problem.
He reached the shelf *easily*.

12

Read these sentences aloud, supplying the correct forms, *easy* or *easily*.

- 1 I can do that —.
- 2 That is an — problem; he can solve it —.
- 3 We can — drive that distance in an hour.
- 4 Did you find the way —, or did you have to inquire?
- 5 Set that down —; it is filled with glasses.
- 6 He — lifted what would require two ordinary men to lift.
- 7 He learns his lessons —.
- 8 We can finish that work —.

Adjectives and Adverbs: *Most* and *Almost*

The word *most* means in the highest degree, the greatest number or part.

The word *almost* means not quite, nearly.

INCORRECT

He has most finished.
She was most ready to cry.

CORRECT

He has *almost* finished
She was *almost* ready to cry.
She was *most* patient. (very patient)
They were *most* excited. (very excited)

13

Reading the sentences aloud, supply the correct words, *most* or *almost*.

- 1 As — everybody had gone home, the place was deserted.
- 2 The sailors were — exhausted, but still they kept at work.
- 3 We were — drowned in the sudden rain, and — frozen as well.
- 4 His father was — happy about his son's success.
- 5 — all of the ship's provisions had to be thrown overboard.
- 6 The ship was — wrecked by the waves, which were — as high as trees.
- 7 Just as the last load had — reached the shore, a wave swept over it and — washed it overboard.
- 8 — everyone who saw it was excited.
- 9 We were — pleased at our good fortune.
- 10 Her heroism was — splendid.
- 11 Since — of us were tired, we were — glad to have the storm put an end to the picnic.
- 12 — everybody forgot about the meeting.

Adverbs: *Everywhere, Somewhere, Anywhere*

The words *every place, some place, any place*, and *no place* should not be used as adverbs. The adverbs are *everywhere, somewhere, anywhere*, and *nowhere*.

There are no such words as *everywheres, somewheres*, and *nowheres*.

The noun *place* may be used in an adverbial phrase: We looked *in every place* we could think of.

INCORRECT

We hunted every place, but found it no place.

We thought we could get one any place, but we couldn't find one any place.

CORRECT

We hunted *everywhere*, but found it *nowhere*.

We thought we could get one *anywhere*, but we couldn't find one *anywhere*.

14

Supply the correct expressions for these sentences.

- 1 Although he looked — for his pen, he found it —.
- 2 Did you leave your books — on the lawn?
- 3 — I go, I see them.
- 4 Surely you will find it —.
- 5 I have looked —, but it is — to be seen.
- 6 It must be —, for it can't have been lost.
- 7 We shall meet you — on Main Street.
- 8 They have traveled almost — in the world.
- 9 In almost — they have been, they have taken photographs.
- 10 We never go — in the winter, but we almost always travel — during the summer.

Misplaced Modifiers

For clearness of meaning, a modifier should stand close to the word it modifies. Misplaced modifiers sometimes result in humorous effects, like the two below, both of which were printed in advertisements.

Where should the misplaced modifiers be placed?

Lost, a brown leather purse containing a dollar bill, very large.

Anybody who wants to write badly enough can learn to do it in our correspondence lessons.

The word *only* is frequently misplaced.

INCORRECT

- 1 He only tried once.
- 2 I only have a dime; I haven't another penny.
- 3 She only asked about you; she didn't ask about anybody else.

CORRECT

- He tried only once.
- I have only a dime; I haven't another penny.
- She asked only about you; she didn't ask about anybody else.

15

Write these sentences, improving them by rearranging any misplaced modifiers.

- 1 To my surprise, I noticed that we were only flying a short distance above ground.
- 2 He lost his temper nearly.
- 3 They nearly were exhausted when they reached the shore.
- 4 I only had one and I needed it myself.
- 5 He noticed a strange tree strolling through the garden.
- 6 He nearly remembered all of the story.
- 7 She is taller than her sister a little.
- 8 Have you heard a coyote howl ever?
- 9 I saw a fire truck looking out the window.
- 10 The policeman asked us merely a few questions.
- 11 I only tried one, and it was not good.
- 12 She can only take her lessons in swimming once a week.
- 13 We had four cents just.
- 14 He fell into the river almost.
- 15 The plane only held three passengers.

Prepositions: Besides and Beside

The preposition *besides* means in addition to.

The preposition *beside* means at the side of.

They sat *beside* us.

A number of people were there *besides* us.

16

Read these sentences, supplying the proper prepositions.

- 1 — John and me, there was nobody else in the room.
- 2 She dropped a note — me.
- 3 During the intermission, they stood — us.
- 4 Who are going — you and your family?
- 5 Isn't there anything to eat — beans and bacon?
- 6 What did you get for your birthday — your typewriter?
- 7 — being an excellent swimmer, John is a good paddler.
- 8 Did you invite anyone — us?
- 9 — his family, Jane has told nobody about the diving contest.
- 10 Wouldn't you give him something — a sandwich?

Prepositions: Between and Among

The preposition *between* is used when only two persons or things are involved.

The preposition *among* is used when more than two are involved.

To speak of a treaty between three powers or nations, however, is correct.

It is a secret *between* Mary and me.

It is a secret *among* several of us.

The preposition *between* should not be used when only one object is involved. It implies a space or an interval between two objects.

INCORRECT

CORRECT

- | | |
|--|---|
| 1 The fence consisted of posts, with a space between each. | The fence consisted of posts, with a space <i>between each two</i> . |
| 2 There was a gap between every one of the boats. | There was a gap <i>between every two</i> of the boats. |
| 3 Between his suffering, he couldn't enjoy himself. | <i>Between his suffering and his worry</i> , he couldn't enjoy himself. |
| 4 It came between me. | It came <i>between me and the light</i> .
It came <i>between me and her</i> .
It came <i>between us</i> . |

17

Read the sentences aloud, supplying the correct preposition, *between* or *among*.

- 1 Jerry had lived — the Eskimos.
- 2 He saw an Eskimo walking — two Americans.
- 3 They were — Jerry and the street.
- 4 Hidden — several bushes, he saw several huskies.
- 5 There was some quarrel — the huskies, for they kept growling — themselves.
- 6 Finally the Eskimo threw a bone — them, with the result that the fighting — the dogs increased.
- 7 — the leader of the team and a smaller black husky there seemed to be especial strife.
- 8 At last the Eskimo stood up — the dogs.
- 9 As he walked — them, they grew quiet.

Prepositions: *In* and *Into*

The preposition *into* is used after verbs of motion or verbs that imply motion.

He walked *into* the trap.

He looked *into* the future.

The preposition *in* merely shows location, without implying motion to reach the location.

He lives *in* Greece.

In the future she will know better.

What is the difference in meaning between these sentences?

He fell *in* the middle of the room.

He fell *into* the middle of the room.

18

Supply the correct preposition, *in* or *into*, for each blank.
Read the sentences aloud.

- 1 While he was wading — the creek, he stumbled — a hole.
- 2 Although he did not know it, the hole had been the hiding place — which pirates concealed their treasure.
- 3 He could look — the hole as he fell — it, for the water — the creek was very clear.
- 4 Some pieces of wood were floating — the water — which he had fallen.
- 5 When he stood upright — the water, he looked down — the depths to see what was — it besides the wood.
- 6 — the center of the hole he saw a battered chest.
- 7 He thrust his hand — the hole to lift the chest.

Words Requiring Certain Prepositions

In the following sentences notice that the meaning changes when the preposition is changed. Some words require certain prepositions to express the meanings.

- 1 Wait *for* Mary.
Who waits *on* Mary while she is ill?
- 2 I agree *with* Mr. Smith.
I agree *to* the plan.
- 3 He fell *from* the porch.
He fell *off* the porch. (*not* off of)
- 4 Don't be angry *with* her. (*not* at)
Don't be angry *at* the interruption.
- 5 He died *of* diphtheria. (*not* with)
He died *with* his comrades.

19

Copy the following sentences, filling the blanks with the correct prepositions: for, on, with, to, from, off, at, of.

- 1 Why are you angry — me?
- 2 The boy jumped — the load of hay.
- 3 I shall wait — her until seven o'clock.
- 4 Shall you hang the flag — the window ledge?
- 5 In the Middle Ages many people died — the black plague.
- 6 Do you agree — the suggestion?
- 7 What made him so angry — the boys?
- 8 He took it — the shelf and put it away.
- 9 They were waiting — the bus.
- 10 I don't agree — them about it.
- 11 Did anyone ever die — mumps?
- 12 What are you waiting —?

Using the Correct Preposition

Certain prepositional uses are to be avoided as not acceptable among people who speak good English. It is correct to say:

- 1 She climbed *upon* the roof. (*not* onto)
She stepped *on* the wet paint. (*not* onto)
- 2 They were not *at* home. (*not* to home)
- 3 He lives *behind* us. (*not* in back of. The expression *in*
He lives *back of* us. *front of* is correct, however.)
- 4 We got it *from* a woman. (*not* off)
We got the rose *off* a bush.
- 5 It is different *from* ours. (*not* than)
- 6 He won't go *without* me. (*not* without I do. *Without* is not
a conjunction. It is correct to
say: He won't go *unless* I do.)
- 7 Don't hold it *against* him. (*not* again)
- 8 They exchange secrets (*not* among one another. *Among them*
with one another. or *among themselves* is correct.)

20

Read these sentences aloud, filling the blanks with the correct prepositions.

- 1 When we called, nobody was — home.
- 2 He is quite different — his brother, isn't he?
- 3 Henry got his stamps — a friend.
- 4 They stepped carefully — the thin ice.
- 5 My story is different — Tom's in several respects.
- 6 They had the seats just — us.
- 7 The club members exchange stamps — one another.
- 8 What makes him look so different — what he did?
- 9 What made him climb — the roof?

Correct Usage

Do you Say?

- 1 This kind of a thing.
This kind of an apple.
- 2 She seems kind of tired.
- 3 These kind of scissors.

Those kind of people.
- 4 We came this far.
- 5 We ran that fast that nobody caught us.
- 6 That is all the farther we went.
- 7 He is some better.

You'd Better Say!

- This kind of thing.
This kind of apple.
(Do not use *a* after *kind of*.)
- She seems somewhat tired.
She seems rather tired.
She seems a little tired.
(*Kind of* is not an adverb.)
- This kind* of scissors.
These kinds of scissors.
That kind of people.
Those kinds of people.
(*This* and *kind* are singular;
these, *those*, and *kinds* are plural.)
- We came as far as this.
We came thus far.
We came so far.
- We ran so fast that nobody caught us. (*This* and *that* are not adverbs.)
- That is as far as we went.
(*All the farther* implies a comparison. It is correct to say: He went all the farther because of his father's opposition, meaning that he went even farther than he would otherwise have gone.)
- He is somewhat better.
(*Some* is not an adverb.)

*Do You Say?**You'd Better Say!*

- | | |
|---|---|
| 8 He won't go except I do. | He won't go unless I do.
(<i>Except</i> is not a conjunction.) |
| 9 Where is it at?
Where are you going to? | Where is it?
Where are you going? |
| 10 Don't blame that on me. | Don't blame me for that. |
| 11 This is equally as good.
This is equally as fine as that. | This is equally good.
This is as fine as that. |
| 12 He seldom or ever comes.

We rarely or ever see him. | He seldom comes.
He seldom if ever comes.
We rarely see him.
We rarely if ever see him. |
| 13 He tried it lengthways,
sideways, endways. | He tried it lengthwise, side-
wise, endwise. |
| 14 I am fixing to go. | I am preparing to go.
I am getting ready to go. |
| 15 Can you fix this tire? | Can you mend this tire?
Can you repair this tire?
(<i>Fix</i> means to make fast or
to direct steadily: a <i>fixed</i>
star; he <i>fixed</i> his eyes on
me.) |
| 16 They are in a fix. | They are in a difficult posi-
tion. |
| 17 He returned back to his
chair. | He returned to his chair.
(<i>Return</i> means to go back.) |
| 18 He sat opposite to us. | He sat opposite us. |
| 19 I wanted for him to come. | I wanted him to come. |

REVIEW AND TEST

Each of the following pairs of sentences contains a right sentence and a wrong one. Select the correct one in each pair.

I

- 1 He called their attention to it, immediately they tried to escape.
He called their attention to it, and immediately they tried to escape.
- 2 When a person doesn't know anything about driving, he shouldn't give advice about it.
When a person doesn't know anything about driving, they shouldn't give advice about it.
- 3 Don't wait on us, for our train may be late.
Don't wait for us, for our train may be late.
- 4 My two sisters never want to go to town without somebody goes with them.
My two sisters never want to go to town unless somebody goes with them.
- 5 He invited my sister and me to watch the parade from his office.
He invited my sister and I to watch the parade from his office.
- 6 She is the kind of person that always wants to do things differently than other people.
She is the kind of person that always wants to do things differently from other people.
- 7 I like these kind of apples much better than that.
I like this kind of apple much better than that.

- 8 Among us boys it has always been a tradition that the winner should be captain.
Among we boys it has always been a tradition that the winner should be captain.
- 9 Whom were you speaking to just now?
Who were you speaking to just now?
- 10 This sort of a thing always makes me feel irritated.
This sort of thing always makes me feel irritated.

II

- 1 It was a sunny warm day, and which was just right for sailing.
It was a sunny warm day, which was just right for sailing.
- 2 We should certainly of been here earlier if we had not been delayed.
We should certainly have been here earlier if we had not been delayed.
- 3 If I was a king, there should be more holidays in the winter.
If I were a king, there should be more holidays in the winter.
- 4 Does anybody besides you know how this was found?
Does anybody beside you know how this was found?
- 5 It certainly looks as if it might rain.
It certainly looks like it might rain.
- 6 Without a moment's hesitation he leaped off the ladder into the pool.
Without a moment's hesitation he leaped off of the ladder into the pool.

- 7 Whom are you going to invite to your party?
Who are you going to invite to your party?
- 8 Who would ever have dreamed of John being an inventor?
Who would ever have dreamed of John's being an inventor?
- 9 This kind of scissors is very good for cutting heavy paper.
This kind of scissors are very good for cutting heavy paper.
- 10 The umbrellas are setting in the corner.
The umbrellas are sitting in the corner.

PRINCIPAL PARTS OF IRREGULAR VERBS

Present Tense

be
beat
become
begin
break
bring
burst

choose
climb
come
dive

do
drag
draw
drink
drive
drown

eat

fall
flow
fly
forget
forgive
freeze

get
give
go
grow

Past Tense

was
beat
became
began
broke
brought
burst

choose
climbed
came
dived
dove
did
dragged
drew
drank
drove
drowned

ate

fell
flowed
flew
forgot
forgave
froze

got
gave
went
grew

Past Participle

been
beaten
become
begun
broken
brought
burst

chosen
climbed
come
dived

done
dragged
drawn
drunk
driven
drowned

eaten

fallen
flowed
flown
forgotten
forgiven
frozen

got
given
gone
grown

<i>Present Tense</i>	<i>Past Tense</i>	<i>Past Participle</i>
hang	hung	hung
hang (on gallows)	hanged	hanged
hide	hid	hidden
hurt	hurt	hurt
know	knew	known
lay	laid	laid
leave	left	left
let	let	let
lie (recline)	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
set	set	set
shake	shook	shaken
show	showed	shown
shrink	shrank	shrunk
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
spring	sprang	sprung
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
throw	threw	thrown
wish	wished	wished
wring	wrung	wrung
write	wrote	written

CAPITALIZATION NEEDED IN EVERYDAY WRITING

Use *capital letters*:

- 1 To begin the first word of a sentence.

Let him have it.

- 2 To begin proper nouns and adjectives derived from proper nouns.

He lives in Texas during the months of January and February.

She is learning to speak the English language.

- 3 To begin titles of honor used with proper names.

He invited Mr. and Mrs. Jones and Captain Smith.

- 4 To begin the first word and all important words in the title of a book or other piece of writing; in the title of a picture or piece of music. Articles, prepositions, and conjunctions within a title are not capitalized.

He wrote a book called *The Mountains of the Moon*.

The orchestra played a piece called "Afternoon at the Sea."

- 5 To begin the first word in every line of poetry.

They are slaves who dare not be
In the right with two or three.

WARNING

Do not use capital letters for the names of the seasons or diseases.

winter autumn measles tuberculosis

Do not use capital letters for the names of subjects studied in school, unless the names are derived from proper nouns, such as English, Latin, or German.

algebra social studies ancient history English history

PUNCTUATION NEEDED IN EVERYDAY WRITING

Use *periods*:

- 1 To close declarative sentences.

All day the wind and the rain had darkened the hills.

- 2 To close imperative sentences.

Please let me have it.

- 3 To follow abbreviations and initials.

ft. Feb. Fla. f.o.b.

Mr. I. B. Mitchell was elected secretary.

Use *commas*:

- 1 To set off nouns of direct address.

Mary, please close the door.

Stop playing, boys, and go to work.

- 2 To set off appositives. If the appositive is short and closely connected in meaning with its noun, no comma is required.

Tommy, the little boy in red, is a twin.

They gave me one, a new one with a silver handle.

They were tired, the poor children.

He gave the book to his brother Andrew.

- 3 To set off the words *yes* and *no*.

Yes, they are the winners in the contest.

No, I don't think so.

- 4 To set off interjections, unless an exclamation mark is used to make the interjection emphatic.

Oh, what have you done?

Ouch, that hurts!

Ouch! That hurts.

5 To set off independent adverbs. Some of the independent adverbs are: indeed, however, perhaps, therefore, moreover, besides, nevertheless. When they are closely connected in meaning with the rest of the sentence, no commas are required.

Indeed, under such circumstances it is not advisable.
He continued to hope, however, in spite of obstacles.
It is not yet too late, perhaps.
You should report the matter, therefore, to the office.
Moreover, he was not the only one who was delayed.
Besides, it was not his responsibility.

Indeed we shall come.
However fast he was, the car was faster.
He is therefore appointed to the office.
Perhaps it is not true.

6 To set off participial phrases. If the phrase is closely connected in meaning to the word it modifies, no comma is required.

The ice being thin, skating was forbidden.
Standing on the corner, he watched the crowds surge by.
Her clothes, patched and mended, were clean.
We waited at the door, not hearing any sound.

The girl standing by the door is the one I mean.

7 To set off introductory clauses. If the clause is short and the meaning is clear without a comma, no comma is required.

If you tell, your father will help you.
Although he had lived in the city for many years, his
greatest ambition was to own a farm.

When she came we were not at home.

- 8 To set off non-restrictive clauses.

Captain Caution, which is a book of adventure, was written by Kenneth Roberts.

Margaret found her bicycle, which she thought had been stolen.

- 9 To set off an adverb clause following a main clause whenever a comma makes the meaning clear by preventing the reading together of words that do not belong together.

Since *for*, *before*, and *after* may be either prepositions or conjunctions, clauses introduced by them must be watched for clearness.

When the conjunctions *as* and *since* mean because, a comma often helps to make the meaning clear.

He brought puzzles and toys, for the children had commissioned him to do their Christmas shopping.

The boys decided to make their beds, before the fire was built.

The boys ran into the field, after the goats had escaped.

He was excused from practice, as he had been ill.

We have not seen him, since the picnic has kept us busy.

- 10 To separate two independent clauses joined by a conjunction. If the clauses are short and closely connected in meaning, no comma is required.

Grandmother sent us the skates, and the sled came from Aunt Alice.

Everybody was interested, but John was especially interested in the motor.

The cookies are in the oven and the lemonade is in the refrigerator.

Martin went to school but he was late.

11 To separate independent clauses in a series of three or more when there is a conjunction between the last two only. Notice that a comma precedes the conjunction.

Ann swept the floor, Mary dusted the furniture, and Henry brought in the wood.

12 To separate the members of a series of three or more parts when there is a conjunction between the last two only.

Books, papers, pencils, and magazines were strewn on the floor.

He concealed the clues in the house, in the tool shed, and under the grape arbor.

The hail beat against the windows, rattled on the roof, and struck down the flowers in the garden.

Books and papers and pencils were strewn on the floor.

13 To separate two adjectives preceding a noun if the adjectives are very long or if they express similar meanings.

It was a cumbersome, old-fashioned vehicle.

At last the wearisome, monotonous journey was ended.

14 To follow such expressions as *for example*, *i.e.*, and *for instance*.

Certain foods contain lime; for instance, milk and butter. Some stories contain information about outdoor life; for example, *The Riverman*, *The Call of the North*, and *Against the Jungle*.

Use *semicolons*:

1 To separate the members of a compound sentence when the conjunction is omitted.

The words *then, therefore, however, moreover, nevertheless,* and *hence* are adverbs, not conjunctions.

We stood guard at one end of the bridge; the boys watched at the other end.

He struggled for a short time; then he gave up.

2 To separate the members of a compound sentence when there are commas within the parts.

The committee consisted of Max Jones, who was chairman, and three other boys; and the duties of the committee kept all four boys busy, for they were determined to succeed with the responsibility.

3 To precede such expressions as *for example, i.e.,* and *for instance* when these occur at the end of a sentence.

Some of the characters in the book are historical figures; for example, Abraham Lincoln, Henry Clay, and Daniel Webster.

Use *colons*:

1 To precede a list at the end of a sentence.

The following persons were present: Sam Smith, Henry Barnes, Jack Lane, George Andrews, and Tom Brown.

2 To separate the two members of a compound sentence when they are parallel in meaning and in construction.

The longing for freedom will never die: it will live forever in the hearts of men.

Use *dashes*:

- 1 To indicate a sudden break in the thought.

From day to day the danger grew—but perhaps the story is boring you.

- 2 To emphasize an important phrase or parenthetical expression. A parenthetical expression is an independent word, clause, or sentence inserted into another sentence.

He heard a sound—the very same sound that had terrified him the night before—that all but paralyzed him.

The newspaper man said—and there is no doubt of his honesty—that the flood had already begun to recede.

The Punctuation of Quotations

- 1 Words quoted from a person or a book are enclosed in quotation marks. Indirect quotations, that is, words which are not quoted exactly, are not enclosed in quotation marks.

He said that his mother might go also.

- 2 The first word of a quoted sentence begins with a capital letter.

- 3 When the explanatory words telling who spoke precede the quotation, they are set off by a comma.

Mary said, "Is that you? Hurry up."

When the explanatory words follow the quotation, they are set off by a comma if the quotation is a statement.

"We are in a hurry," said Mary.

When the explanatory words follow a quotation which is a question or exclamation, no comma is used.

"Is that you?" said Mary.

"Look at the lightning!" shouted Tom.

When the explanatory words occur in the middle of a quoted sentence, they are set off by commas. Notice that the second half of the quotation does not begin with a capital letter, since it is not the first word of a sentence.

"If you don't come," said John, "you will be late."

"How can I come," answered Tom, "when I can't find my cap?"

4 When the explanatory words are placed between two quoted sentences, a period follows the explanatory words.

"We are not going," he replied. "It is too late."

"What time is it?" she asked. "My watch has stopped."

5 If a quotation extends through more than one paragraph, the quotation marks are repeated at the beginning of each paragraph, as a reminder to the reader. Quotation marks are placed at the end of only the last quoted paragraph.

After several persons had admired John's table, he told how he had made it.

"I measured a piece of lumber and set to work. All afternoon I worked with plane and saw, but when evening came I had scarcely made a beginning.

"The next morning I set to work again, determined that I should not be discouraged. Some of the boys stopped to watch me, but nobody offered to help and I was too stubborn to ask."

6 If only a phrase or other part of a sentence is quoted, it is not begun with a capital letter. Whether or not the quoted phrase is set off by a comma depends upon how it is used.

He sang a song about school days, "dear old golden rule days."

The great clouds seemed to "stride the hills like thunder."

7 When a quoted statement comes at the end of a question, the question mark is placed outside the quotation marks.

Did he say, "There comes the parade"?

When a quoted question comes at the end of a question, the question mark within the quotation serves to end the sentence.

Did he say, "Are you going to the fair?"

8 Single quotation marks are used to set off a quotation within a quotation.

The storyteller continued, "We sat in the darkness listening to the mutterings of their leader, 'Little chap can tell where gold is hidden; little chap can tell.'"

LIST OF PRACTICE EXERCISES

This list is an aid in locating practice material. It shows the topics of grammar that are treated in the Practice Exercises at the end of chapters. The numbers refer to pages of the text.

- | | |
|---|--|
| Active and passive voice, 269-271 | Object complements, 90, 91 |
| Adjective clauses, 179, 181, 182 | Participles, 290, 291 |
| Adjectives, 58-60 | Personal pronouns, 226 |
| Adverbial clauses, 179, 184-186 | Phrase modifiers, 113-115 |
| Adverbs, 60-62 | Possessive case of nouns and pro-
nouns, 229, 230 |
| Agreement of pronouns with ante-
cedents, 226, 227 | Possessive case with verbal nouns,
230, 231 |
| Agreement of verbs with subjects,
265, 266 | Prepositions, 62-65 |
| Antecedents that are not clear, 228 | Pronouns, 53-55 |
| Complex sentences, 149-151 | Pronouns and antecedents, 183, 184 |
| Compound personal pronouns, 231 | Pronouns with infinitives, 291, 292 |
| Conjunctions, 65 | |
| Direct objects, 91, 92 | Sentences, 5-10 |
| Independent elements, 115 | Subject complements, 88, 89 |
| Interjections, 65 | Subjects and predicates, 21-23 |
| Linking verbs, 92-94 | |
| Mood, 273, 274 | Tense, 271-273 |
| Nominative and objective cases, 228,
229 | Transitive and intransitive verbs,
266-269 |
| Noun clauses, 187 | Verbs, 55-58 |
| Nouns, 51, 52 | Word modifiers, 112, 113 |
| | Words used as different parts of
speech, 65, 66 |

INDEX

- Active voice, 247, 249, 261
 Adjective clauses, 152, 154, 157-159, 177
 Adjective phrases, 103, 110
 Adjectives, 36, 37, 49
 articles, 36
 comparative and superlative degrees, 302-305
 modifiers of nouns and pronouns, 36, 37, 49, 100
 Adverbial clauses, 163-165, 167, 178
 Adverbial phrases, 104, 110
 Adverbial substantives, 109
 Adverbs, 39, 40, 44, 49
 comparative and superlative degrees, 302-305
 conjunctive adverbs, 157
 independent elements in a sentence, 108, 110, 279
 interrogative adverbs, 205
 modifiers of adjectives, adverbs, verbs, 39, 40
 nouns used as adverbs, 109, 110
 relative adverbs, 157, 167, 177, 178
 Agreement:
 collective nouns, 235, 236
 compound subjects, 116, 117, 119
 pronoun and antecedent, 196-198, 203, 221, 222, 233, 234
 verb and subject, 117, 119, 233-238, 260
Almost, most, 309
Among, between, 313, 314
 Antecedents of pronouns, 154, 155, 177, 196-198, 203, 221, 222, 233, 234
Anywhere, everywhere, somewhere, 310-311
 Apostrophe in contractions, 214
 Apposition, appositives, 106-108, 110
 Articles, *the, a, an*, 36
As, as if, like, 171
As, than, clauses with, 169, 211
 Auxiliary verbs, 275, 276, 283, 287
Become, get, grow, as linking verbs, 84, 87
Beside, besides, 313
Between, among, 313, 314
 Capital letters, 325
 for proper adjectives, 38
 for proper nouns, 26, 49
 Case forms of pronouns, 207, 214
 nominative and objective, 207, 222
 possessive, 214, 223
 Clauses, 127
 adjective, 152, 154, 157-159, 177
 adverbial, 163-165, 167, 178
 dependent, 136-138, 140, 142, 143, 147, 152
 incomplete or elliptical, 169, 211
 independent, 127, 129, 134, 138
 introductory, 145, 147
 main or principal, 142, 143
 noun, 174-176, 178
 restrictive and non-restrictive, 158, 159, 178
 subject and predicate in clauses, 127, 134, 140, 147
 subordinate, 142, 143
 Collective nouns, 235, 236
 Colons, 330
 Commas, 326-329
 Comparative degree, 302-305
 Complement, 71
 object complements, 75, 87

- Complement — *Continued*
 subject complements, 71, 73, 81, 87, 222, 285, 288
 Complex sentences, 136-138, 147
 Compound personal pronouns, 217, 218, 223
 Compound predicates, 121
 Compound sentences, 127, 128, 134
 punctuation, 129-131
 Compound subjects, 116, 117, 119
 Conjunctions, 45, 46, 50
 co-ordinate, 45, 50, 124
 in compound sentences, 129-131
 subordinate, 167, 178
 Conjunctive adverbs, 157
 Conjunctive pronouns, 154
 Contractions, 214
 Copula, copulative verb, 81
 Correct usage, 120, 124, 294, 295, 318, 319. (See also the many italicized words in this index.)
 Dashes, 331
 Declarative sentences, 95
 Demonstrative pronouns, 204, 222
 Dependent clauses, 136-138, 140, 142, 143, 147, 152
 Diagrams of sentences, 15, 17, 21, 22, 41, 69, 72, 76, 86, 88, 92, 93, 96, 240, 241, 248
 Direct address, nouns of, 97, 108, 110
 Direct objects, 75, 78, 87, 226
Easy, easily, 309
Either, or, 46, 119
 Elliptical clauses, 169, 211
 Exclamation mark, interjections, 47
 Exclamatory sentences, 95
 Feminine gender, 195, 221
 Gender, 195, 221
 indefinite pronouns, 199
 Gerund, 282, 287
Get and have, 300
Good, well, 83, 306
Have and get, 300
 Imperative mood, 259, 263
 Imperative sentences, 95, 96
In, into, 315
 Indefinite pronouns, 198, 199, 202
 Independent elements in a sentence, 108, 110, 279
 punctuation, 108
 Indicative mood, 259, 262
 Indirect objects, 77, 78, 87
 Infinitive phrases, 285
 Infinitives, 284, 285
 objective case with an infinitive, 285, 288
 subject of an infinitive, 285, 288
 Interjections, 47, 50, 108, 110
 Interrogative adverbs, 205
 Interrogative pronouns, 205, 222
 Interrogative sentences, 95
 Intransitive verbs, 243, 245, 247, 261
 Introductory clauses, 145, 147
 Inverted order in sentences, 67, 117, 140
Learn and teach, 296
Let and leave, 301
Lie and lay, 297
Like, as, as if, 171
 Linking verbs, 81, 83, 84, 87, 106, 245, 247, 261
 Masculine gender, 195, 199, 221
May and can, 299
 Misplaced modifiers, 311, 312
 Mood, 259, 262, 263
Most, almost, 309
 Negatives, double, 295
Neither, nor, 46
 Neuter gender, 195, 221
No and not as adverbs, 40, 108
 Noun clauses, 174-176, 178
 Nouns, 24, 25, 49
 collective nouns, 235, 236
 common nouns, 26, 49
 direct address, 97, 108, 110
 gender, 195, 199
 in apposition, 106-108, 110

Nouns — *Continued*

- nominative and objective cases, 207, 208
- possessive case, 212, 213, 216, 223
- proper nouns, 26, 49
- singular and plural, 117, 194, 213, 221
- used as adverbs, 109, 110
- verbal nouns, 211, 216, 282
- Nominative case, 207, 222
- Number, singular and plural, 117, 194, 213, 221, 233

- Object complements, 75, 87
- Objective case, 207, 222
- with an infinitive, 285, 288

Objects:

- direct, 75, 78, 87, 226
- indirect, 77, 78, 87
- of prepositions, 42, 43, 49
- of verbs, 75, 77, 78, 87, 222

Or, nor, 46, 119

Ought, 301

- Participles, 276, 277, 283, 287
- dangling, 278

Parts of speech, 24

- depends on the use of a word in a sentence, 24, 48, 168, 199, 204

Passive voice, 248, 249, 261

Periods, 326

Phrases:

- adjective, 103, 110
- adverbial, 104, 110
- independent, 287
- infinitive, 285
- participial, 279, 287
- prepositional, 42, 43, 49, 78, 103, 104, 106, 110
- verb, 32, 33, 49, 276, 283, 287

Possessive case, 37, 212-214, 216, 223

- with verbal nouns, 216

Predicate, 11, 12, 20

- base of the predicate, 12, 20
- complete predicate, 18, 20
- compound predicate, 121
- simple predicate, 31

Predicate adjectives, 73, 81, 83, 84, 87

Predicate nominative, 208

Predicate nouns, 73, 81, 87

Predicate pronouns, 73, 81, 87

Prepositions, 42-44, 49

- correct usage, 313, 315-317

- objects of, 42, 43, 49

Pronominal adjectives, 37

Pronouns, 28, 29, 49

- antecedents, 154, 155, 177, 196-198, 203, 221, 233, 234

case forms, 207, 214

compound, 217, 218, 223

conjunctive, 154

demonstrative, 204, 222

gender, 195, 199, 221

indefinite, 198, 199, 202

intensive, 218

interrogative, 205, 222

personal, 193, 221

possessive, 37, 212, 214, 223

reflexive, 217

relative, 154, 155, 177

singular and plural, 194, 221

Punctuation, 129-131, 326-333

Quotations, 331-333

Real, really, very, 307

Reflexive pronouns, 217

Relative adverbs, 157, 167, 177, 178

Relative pronouns, 154, 155, 177

Restrictive and non-restrictive clauses, 158, 159, 178

Rise and raise, 297

Semicolons, 131, 330

Sentences, 1, 95

- complete and incomplete expressions, 1, 30

complex, 136-138, 147

compound, 127, 128, 134

independent elements, 108, 110, 279

inverted word order, 67, 117, 140

Sentences — *Continued*

- kinds, 95
- predicate, 11, 12
- simple predicate, 127, 134
- subject, 11, 13
- variety in sentences, 67, 123, 128, 143, 152, 165, 277
- verb necessary in a sentence, 30, 49, 232, 233
- Shall* and *will*, 256, 257
- Should* and *would*, 257
- Simple sentences, 127, 134
- Singular and plural, 117, 194, 213, 221
- Sit* and *set*, 297
- Split infinitives, 284
- Subject complements, 71, 73, 81, 87, 222, 285, 288
- Subjective case, 208
- Subjects, 11, 13, 20
 - and predicates inverted, 67, 117, 140
 - and predicates in clauses, 127, 134, 140, 147
 - complete, 17, 20
 - compound, 116, 117, 119
 - in imperative sentences, 96
 - simple, 13, 14, 20
- Subjunctive mood, 259, 263
- Subordinate conjunctions, 167, 178
- Substantives, 109
- Superlative degree, 302-305
- Sure, surely*, 308
- Teach* and *learn*, 296
- Tenses of verbs, 252-256, 262, 283
- Tests, 21, 50, 88, 99, 111, 126, 135, 148, 179, 224, 263, 288, 320
- Than, as*, in elliptical clauses, 169, 211
- That, who, which*, 155
- Transitive verbs, 240-242, 245, 247-249, 260, 261

- Variety in sentences, 67, 123, 128, 143, 152, 165, 277
- Verbals, 275, 276, 282, 287
 - gerunds, 282
 - nouns, 216, 282
 - participles, 276, 277, 283, 287
- Verbs, 30, 31, 33, 35, 49, 232, 233
 - active, 247, 249, 261
 - agreement with subject, 117, 119, 233-238, 260
 - auxiliary, 275, 276, 283, 287
 - conjugation, 254-256
 - gerunds, 287
 - infinitives, 284, 285, 288
 - intransitive, 243, 245, 247, 261
 - irregular, 283, 323, 324
 - linking, 81, 83, 84, 87, 106, 245, 247, 261
 - mood, 259, 262, 263
 - number, 233, 260
 - participles, 276, 277, 283, 287
 - passive, 248, 249, 261
 - person, 238, 260
 - phrases, 32
 - principal parts, 283, 288, 323, 324
 - regular, 283
 - tenses, 252-256, 262, 283
 - transitive, 240-242, 245, 247-249, 260, 261
 - verbals, 275, 276, 282, 287
 - voice, 247-249, 261
 - weak and strong, 283
- Very*, 307
- Voice, 247-249, 261
- Well* and *good*, 83, 306
- Who, that, which*, 155
- Will* and *shall*, 256, 257
- Without*, 173
- Would* and *should*, 257
- Yes, no*, as adverbs, 108, 110

